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ABSTRACT

This project was based on the preceding year's investigation and analysis of the educational information center community. The emphasis of the present contract was on increasing the communication among personnel involved in educational information work. The principal activity undertaken toward the achievement of this objective was the development, organization, and conduct of eight regional seminars. Related to this activity was the identification and selection of ten outstanding centers represented at the seminars. Visits were made to each, and narrative descriptions written. A third major task was the compilation of a revised and updated "Directory of Educational Information Centers." A survey was made of over 900 organizations to gather the necessary information for this second edition. Final copy has been submitted to the U.S. Office of Education as a separate product. Two additional tasks were performed. For the seminar program, a computer demonstration of the Corporation's on-line retrieval system (ORBIT) was prepared, using an ERIC data base. Second, the text for a revision of the "How to Use ERIC" brochure was written. (Author)

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A Program to Provide for Increased Communication among Educational Information Centers--FINAL REPORT

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12 June 1970

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U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

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SUMMARY

System Development Corporation (SDC) performed three major tasks concerned with the educational information center community during the course of this project: (1) A Seminar program was developed and conducted; (2) A survey was completed for the purpose of compiling a revised and updated edition of the 1969 Directory of Educational Information Centers; and (3) Selected centers were visited and descriptions were prepared of each in narrative style. The eight regional Seminars were held in major cities across the nation for personnel of the educational information centers. The two principal Seminar goals were to improve communication and to foster cooperation among information center personnel in each region. Approximately 220 people from 40 States participated. A well received feature of the Seminars was an on-line computer demonstration of SDC's ORBIT retrieval program using an ERIC data base. Over 900 organizations were surveyed by questionnaire for the purpose of identifying new centers and obtaining updated information on the entries in the 1969 Directory. Local educational agencies, Title III projects, State education agencies, Research Coordinating Units, Regional Educational Laboratories, Research and Development Centers, Special Education Instructional Materials Centers (national network members), OE Regional Offices, and selected state and national education associations and organizations were surveyed. Ten outstanding centers were selected from among those represented at the Seminars and visited by SDC staff. Narrative descriptions of each were prepared.

INTRODUCTION

This project was based on the preceding year's investigation and analysis of the educational information center community. The emphasis of the present contract was on increasing the communication among personnel involved in educational information work. The principal activity undertaken toward the achievement of this objective was the development, organization, and conduct of eight regional Seminars. Related to this activity was the identification and selection of ten outstanding centers represented at the Seminars. Visits were made to each, and narrative descriptions written. A third major task was the compilation of a revised and updated Directory of Educational Information Centers. A survey was made of over 900 organizations to gather the necessary information for this second edition. Final copy has been submitted to the U. S. Office of Education as a separate product.

Two additional tasks were performed. For the Seminar program, a computer demonstration of the Corporation's on-line retrieval system (ORBIT) was prepared, using an ERIC data base. Second, the text for a revision of the "How To Use ERIC" brochure was written.

SEMINAR REPORT

The principal task of this project was the conduct of the Educational Information Center Seminars. The express purpose of the Seminars was to provide a vehicle for increasing communications among the educational information centers. Two basic assumptions were made with respect to determining the need for such a vehicle, and particularly for a program which would emphasize attendee participation: (1) the recent and rapid growth of the centers was believed to have occurred in relative isolation and therefore precluded any concurrent growth of cohesiveness among centers--within a State or between States; and (2) that personal contacts--the development of a sense of community--among the individuals involved were necessary to promote a stronger and more stable movement, one in which cooperative actions for the future could develop.

The following three sections constitute the report on this program. Section I is a review of the pre-Seminar preparations--principally administrative, always time-consuming, but essential elements in such a project. The substantive report on the Seminars, including a look at the attendees and centers represented, is presented in Section II. Section III is an evaluation of the Seminars, limited by necessity to the immediate reactions of the attendees.

I. Seminar Preparations: An Administrative Report

Pre-seminar preparations included the following four major tasks: (A) The Preliminaries; (B) Promotion of the Seminars; (C) Processing of Applications; and (D) Development of the Seminar Program. Each of these activities and the several related sub-tasks are reviewed below; the basic plan and subsequent changes were reviewed with OE, beginning with planning sessions held in early June, 1969.

A. The Preliminaries.

The selection of cities, sites, and dates, the identification of the target audience, and the outlining of the general program were accomplished prior to the development of publicity materials. The schedule of cities suggested initially was approved by OE; several dates were changed to ensure adequate preparation time and to avoid holiday conflicts. Hotels were selected with regard for cost since attendees were to bear the cost of travel, food, and lodging. Two deadlines for the receipt of applications were established: October 6 for the Seminars occurring in 1969, and December 15 for those in 1970.

It was agreed that the principal target audiences would be operational centers in local and State settings, but that ERIC Clearinghouses, OE Regional Offices, Regional Educational Laboratories, and Research and Development Centers would also be encouraged to attend. Other groups, such as college and university libraries, were to be considered as peripheral, but would be possible candidates, space permitting. Commercial firms were to be discouraged, but non-profit, education-related organizations were to be given consideration. Originally, the number of attendees per Seminar was set between 20 and 50. (Based on the early Seminar experiences, a group size of 30 - 35 was felt to be more acceptable.)

The Seminar schedule, as actually completed, is given below. Deviations from the originally approved schedule resulted from two changes for the 1970 Seminars: (1) the number of Seminars was reduced from 10 to 8 with the merger of Los Angeles with San Francisco and Dallas with Denver; and (2) the daily schedule of three days and one evening was revised to two and one-half days, with the elimination of the Monday evening cocktail hour and the Thursday afternoon session.

COMPLETED SEMINAR SCHEDULE

I. Minneapolis, Minnesota
October 27-30, 1969
Executive House

II. New York, New York
November 10-13, 1969
Sheraton Motor Inn

III. Washington, D. C.
November 17-20, 1969
Executive House

IV. Chicago, Illinois
December 1-4, 1969
Ascot House

V. Atlanta, Georgia
January 13-15, 1970
Sheraton-Biltmore

VI. San Francisco, California
January 27-29, 1970
Travelodge At-The-Wharf

VII. Denver, Colorado
February 24-26, 1970
Cosmopolitan Hotel

VIII. Boston, Massachusetts
March 10-12, 1970
Somerset Hotel

B. Promotion of the Seminars.

Publicity for the Seminars was handled in several ways, but principally through direct contact with the organizations in the target audience. The several methods used are reviewed in the following sections.

Publicity Releases. News releases were mailed by August 1, 1969, to almost eighty sources: to organizations for coverage in their journals or newsletters, and to selected major publications that might be subscribed to by the target audience. This mailing included the following:

1. OE (for American Education, Research in Education, "ERIC User Notes," and an HEW News Release.)
2. Library Journal
3. SRIS Quarterly
4. PACE Report
5. 54 selected state education associations
6. ERIC Clearinghouses
7. National Education Association
8. American Federation of Teachers
9. OE Regional Offices

These and other SDC-prepared materials referenced in the following text are presented in Appendix A.

Publicity Packets. Packets, each of which contained the announcement sheet, an application, and program description, were mailed on August 27, 1969, to the approximately 780 targeted organizations listed below:

1. Current entries in the Directory of Educational Information Centers
2. Local Education Agencies (168 school districts with an enrollment over 25,000)
3. State Education Agencies
4. Research Coordinating Units for Vocational-Technical Education
5. Research and Development Centers
6. Special Education Instructional Materials Center (national network members)
7. Regional Educational Laboratories
8. ERIC Clearinghouses
9. OE Regional Offices
10. PREP contacts in each State
11. Selected attendees from the 1968 OE-sponsored institutes for educational information center personnel

Follow-up Mailings. A newsletter, "Highlights...from the Educational Information Center Seminars," was mailed September 26, 1969, to the 780 recipients of the original packet and to all those who had requested information up to that time. A second newsletter was mailed on December 1 only to organizations (from the original mailing list) within the regions to be served by the remaining 1970 Seminars.

Newspaper Coverage. News releases were also mailed to newspapers in each Seminar city by the SDC Corporate Communications Office.

The effectiveness of this total campaign is partially suggested by the balance of organizations that was represented by applicants for most of the Seminars. Also, in their evaluations (see Section III), attendees indicated that most of the publicity outlets served as the means through which they were informed of the program.

C. Processing of Applications.

Over 400 requests for information and/or applications were received and processed. Each requester received a packet of information containing the following: an announcement bulletin; a program description; an application; and the most recent issue of "Highlights". Approximately 380 applications were processed; postcards acknowledging the receipt of those for the 1970 Seminars were mailed to each applicant.

The criteria applied in the selection process varied somewhat for each Seminar; the two principal criteria, however, were the numbers of applications and the balance represented in terms of types of centers. The criterion of size (20-50) was, for example, particularly critical for Seminars I and III (Minneapolis and Washington, D. C.). A minimum number of applications was received for I, and over 50 were received for III. The decision to merge the Los Angeles-San Francisco and Denver-Dallas Seminars, on the other hand, was made not only on the basis of numbers, but on the imbalance represented by the applicants; i.e., the number of target population candidates was extremely low for Dallas and Los Angeles.

A partial picture of the selection process and final groups selected is represented below; the figures are only approximations, due to the confusion of attendee shifts between Seminars and last minute cancellations, substitutions, no shows, drop-ins, and casual attendees.

The Selection Process

	I	II	III	IV	V	VI	VII	VIII	TOTAL
Applications Processed	32	46	66	35	41	60	62	38	380
Applications Accepted	30	40	46	30	38	40	42	34	300
Seminar Attendees	28	33	36	26	27	26	27	24	227

Acceptance packets were mailed to the selected attendees following the October 6 and December 15 deadlines. Included in the pre-seminar correspondence were the following items: an acceptance letter; a reservation request and confirmation of attendance; the hotel brochure; a partial list of Seminar attendees; a brief program schedule; a seminar topic sheet; and a list of suggested readings.

D. Development of the Seminar Program.

The Seminar program agreed upon was built around several areas believed to be of concern to the centers: (1) the educator as a user of information; (2) resources in educational information--particularly ERIC; (3) center operations: procedures and services; and (4) evaluation.

These topics were discussed at the Seminars in several contexts and presented in various ways; however, the basic questions to be posed were described in the paper "Seminar Topics," which was mailed to all attendees.

In keeping with the objective of increasing communication among the attendees and providing a forum for the discussion of center programs and problems, the program was geared toward eliciting maximum attendee participation. Selected attendees were requested to give brief presentations about their center operations and the major topic presentations were followed by either large group or small group discussions.

Small group leaders were selected for the first three Seminars:

I. Sanford Glovinsky, ASSIST Center, Wayne, Michigan
William Burgess, ERIC/CIJE

II. Charles Haughey, R.I.S.E. Center, King of Prussia, Pennsylvania
Erwin Flaxman, ERIC Clearinghouse on the Disadvantaged

III. John Coulson, R.I.S.E. Center, King of Prussia, Pennsylvania
Jay Smink, Pennsylvania Research Coordinating Unit for Vocational-Technical Education
Roger Fish, D. C. Public Schools
Bill Burgess, ERIC/CIJE

The difficulties in working long distance with these leaders in meaningful preparations generally outweighed the benefits; therefore, an alternate plan was used for the remaining Seminars. SDC staff assumed the role of small group leaders the first day, and attendees were selected for the following day.

Luncheon speakers were originally scheduled for two days. Following the first few Seminars it was decided that the first luncheon could better be used to further the get-acquainted activities and informal exchanges; thereafter, only one luncheon speaker was invited.

The following is a list of luncheon speakers:

I. Dr. Robert Booth, Chairman
Department of Library Science
Wayne State University

Topic: Strategies for Organizing, Staffing and Operating Educational Information Centers

Dr. George Grimes
Curriculum Laboratory
Detroit Public Schools

Topic: The Nature of Information and its Transfer for Use

II. Dr. Lee G. Burchinal
U. S. Office of Education

Topic: Linking Local, State, and Federal Dissemination Resources

Dr. Sanford Glovinsky
ASSIST Center, Michigan

Topic: The Operational Philosophy of an Educational Information Center

III. Dr. Lee G. Burchinal
U. S. Office of Education

Topic: Linking Local, State, and Federal Dissemination Resources

Dr. Sanford Glovinsky
ASSIST Center, Michigan

Topic: The Operational Philosophy of an Educational Information Center

IV. Dr. Robert Booth, Chairman
Department of Library Science
Wayne State University

Topic: Strategies for Organizing, Staffing, and Operating Educational Information Centers

Dr. Sanford Glovinsky
Assistant Director
ASSIST Center

Topic: The Operational Philosophy of an Educational Information Center

V. Dr. Joost Yff
Assistant Director, ERIC Clearinghouse

Topic: The ERIC Clearinghouse on Teacher Education: An Overview

VI. Dr. Carlos A. Cuadra, Manager
Library and Documentation Systems Department
System Development Corporation

Topic: The Impact of the Annual Review of Information Science and Technology

VII. Mr. Frank Mattas, Director
San Mateo County Information and Dissemination Center

Topic: Management of An Information Service Center

VIII. William E. Burgess, Project Director
Current Index to Journals in Education
Crowell-Collier, MacMillan

Topic: ERIC and CIJE: Present and Future

The program, i.e., the daily schedule, evolved throughout the series. Some basic changes and variations that were made, particularly following the first and third Seminars, are noted below:

1. The principal activity in the morning was changed from the consideration of a topic to the small-group determination of objectives and the identification of problems. These ideas were later incorporated into small group problems; the activity itself served as an initial "ice-breaker".

2. The use of small-group problems was dropped. Various problems were developed for the first few Seminars but were eliminated in favor of the straightforward topic discussion.

3. Attendee presentations were eventually interspersed throughout the several days, rather than grouped in one segment. This provided for greater variety and for the participation of more attendees.

4. The various ERIC segments of the program were brought together for one full morning session. This time frame included the ERIC training films, the hands-on workshop experience, and the demonstration of an on-line computer retrieval system using a small portion of the ERIC data base.

Evaluations were requested from the attendees at the conclusion of each Seminar. These are presented in Section III.

II. A Summary

This section is a report on the Seminars from three separate perspectives, which together serve to introduce further the educational information center community. Section A presents an overview of the attendees and the centers they represented. The broad areas of concern expressed by the participants are summarized in Section B. Section C is a view of the centers in terms of their activities and functions, as reflected in the printed materials collected at the Seminars.

A. Attendees and Centers: An Overview.

The Seminar attendees represented forty States and Canada, and the specturm of parent organizations that have come to be identified as sponsors of information activities. Data from the attendees' applications and SDC assessments made at the Seminars have been grouped into several categories; these are presented and discussed below. The Seminars were not conceived as data-gathering instruments and the tabulations are presented as general inidications of trends rather than strict statistical accounts of the Seminars.

The Centers Represented. The Seminar attendees numbered approximately 227; however, the number of different centers actually represented was only 183, due to multiple representation from single organizations. The percentages below are based on this corrected figure of 183.

1. Local Centers (42%). The local education agencies included in this group were school districts, county or intermediate units, and regional or multi-county centers. Over one-half of this group was Title III (ESEA) funded.

2. State Education Agencies (25%). Attendees represented many offices or units within the State agencies. The Research Coordinating Units for Vocational and Technical Education (RCU) were the most clearly identifiable entities; approximately one-fourth of the State level centers represented were RCU's. The other principal units represented were those of Federal project offices (or specifically ESEA Title III), curriculum-related bureaus, and research, planning, and evaluation divisions. Only three State libraries were represented.

3. Federally Sponsored National Programs (14%). The programs included in this grouping can best be compared to the known numbers in each category: 9 of the 15 Regional Educational Laboratories were represented; over one-half of the 19 ERIC Clearinghouses; 6 of the 14 Special Education Instructional Materials Centers network members, and 1 of the 9 Research and Development Centers.

4. U. S. Office of Education (2%). Three of the nine OE Regional Offices sent attendees and approximately seven different offices within the USOE were represented in the series.

5. Universities and Colleges (9%). Attendees from institutions of higher education represented either education departments, resource (instructional materials) centers, or libraries.

Characterization of Centers' Purposes. Attendees generally represented organizations serving broader educational objectives than those associated with the information center concept. Centers described in many cases were not physical, separate entities, but often a single individual assigned the part or full-time responsibility for an information program; in other cases, the center was, in fact, a full-fledged unit of a larger activity with personnel actively engaged in the collection, organization, and dissemination of information. The percentages below are only generally descriptive of principal center activities, labelled in terms of function and/or with reference to the nature of the information being treated. Centers not engaged in an information activity, certain peripheral groups, and the USOE were not included in this tabulation; the total number of centers in this case was 162.

PRINCIPAL INFORMATION ACTIVITIES

1.	Comprehensive Document: Full Information Service	14%
2.	ERIC Dissemination . Clearinghouse-6% . Other (State or local)-12%	18%
3.	Dissemination . Project-related dissemination-11% . Educational subject or area dissemination-19%	30%
4.	Multi-media	24%
5.	Public Information	1%
6.	Processing and Library Support Services	1%
7.	Traditional Library	8%
8.	Management Information	4%

The Attendees. The target population for the Seminars was clearly defined in the publicity in terms of organizations to be represented; individuals who were invited to apply, however, were identified only generally as being those actively involved in the information activities of their organizations. Further, attendees were asked to be able to represent their centers in discussions concerning the broad aspects of an information service operation.

The interpretation of the publicity, plus other factors, such as budget limitations, conflicts in schedules, and who actually received and reviewed the publicity, produced the following groups *(based on the total Seminar population of 227) :

1. Attendee Position

. Top Administrator (e.g., Director)	**31%**
. Head of a Unit (e.g., Supervisor or Coordinator)	**31%**
. Senior Professional	**24%**
. Junior Professional	**11%**
. Consultant	**1%**
. Clerical	**1%**
. Other (e.g., intern)	**1%**

2. Degree

. Doctorate	**21%**
. Masters	**63%**
. Bachelors	**13%**
. High School	**3%**

3. Field

. Education	**68%**
. Library Science	**19%**
. Other	**13%**

4. Length in Current Position

. Less than one year	**25%**
. 1-3 years	**61%**
. 4-5 years	**8%**
. 6-10 years	**5%**
. Over 10 years	**1%**

In addition to serving as a partial view of the center community, these data are also introduced as background for the Seminar discussions which follow.

***A complete list of attendees is provided by Seminar in Appendix B.**

B. Seminar Discussions.

A review of the principal areas of discussion suggests that a commonality of concerns exists within the educational information center community. Priorities and emphases may vary, but basic differences occur more in the solutions that are felt to be most appropriate.

Significant points of view that were expressed, and indications of what the centers are doing, are summarized in the first section. An interpretive reporting approach has been used in order that reflections of the SDC staff may be included in context of the discussions. A second section presents summaries prepared by the attendees.

A Brief Summary. The concerns of the participants are presented in the following order: 1) the educator-user; 2) the collection; 3) services; 4) ERIC; 5) funding and evaluation; and 6) cooperation and communication.

1. The Educator User. Although expressed in several ways, the key concern of the attendees was how the educational population could be motivated toward an information-consciousness: that is, to utilize research in planning and decision making; to be aware of innovations, trends, and issues; to be receptive to new ideas and technologies; to make use of supplementary instructional materials. Several attendees reflected upon the obstacles set forth by an apathetic population: "It is not popular to introduce information for decision-making purposes;" and "There appears to be a definite lack of readers, and I'm referring to people, not microfiche readers..."

   Several approaches to confronting this problem were represented. Many attendees felt that the opinion leaders among the centers' user populations must be identified and treated as the target audiences for dissemination activities. Who that 10% might be and how they might be identified were the inevitable follow-up questions. Further, there was no consensus as to who the potential "change agents" or decision-makers were by virtue of position--whether teachers or administrators. It would appear that several avenues, singly or together, were being taken by the center personnel:

   - Local centers, in particular, were using various personal approaches, ranging from talks given to groups at every possible opportunity to the pursuit of direct personal contacts in the teachers' lounges.

- Most centers were concentrating on campaigns for creating awareness and "whetting appetites" through the dissemination of publications and the offering of initial services. The hope here is to establish some open doors, develop friends and users in strategic places, and to build a favorable reputation upon which growth could take place. It is a slow process to be sure, but many centers have made progress in a relatively short period of time.

Most discussants also recognized that real time constraints do counter the inclinations and motivations of the users. Until some of the pressures and tedium are removed from the educators' daily activities, or until a shift of priorities is evidenced, it is believed that this uphill struggle will most likely continue. Even the centers that are proposing the use of materials that may ease the burdens of a teacher's planning and curriculum development (in contrast to research reports) find impediments, for materials usage also entails time for selection, review, and incorporation into a day's activities. And so, a third and most important avenue must be added to those above, that of center-sponsored seminars, workshops, and visitations, through which information is directly communicated and an atmosphere of time aside--at least temporarily--is achieved.

2. The Collection. Perceptions of what is educational information and what should be physically housed in the center's collection differ significantly. One speaker contended that too many centers were basically referral agents, and that the switching role often served to increase the time and frustration spent by the educator seeking information. Yet others were almost anti-collection in their feelings and believed that the center's prime responsibility was to act as a referral agent. These two conflicting opinions introduce the full range of contradictions concerning what an information center is. One luncheon speaker challenged the group with the statement that most centers' data banks are actually "data blanks". If the educational information center were uniformly conceptualized as a special library, this would undoubtedly be true. (Our estimate, as given in an earlier section, is that only 14% of the centers represented were involved in building comprehensive document collections and offering a range of services.)

   A looser definition of "collection" allows the following range of items to be proposed for an educational information bank:

   - Multi-media instructional materials (from globes and transparencies to 16mm films)
   - Curriculum materials (guides and indivdualized learning units)
   - Descriptions of innovative projects and people/consultants (in catalogs, the ERIC Pacesetter, newsletters)

- ERIC indexes--with and without the microfiche collection
- Project and research reports
- Problem-based collections (curriculum-related and professional literature built around issues such as drug-abuse, family life education)
- Community resource directories (from museums to farms)
- Management information (pupil, personnel, and operating data)

A center's "collection" may be basically any one or all of these.

The difficulty in reconciling the differences in philosophies and center definitions represented by these various types of collections is not in judging what is right or wrong or better. The problem lies in determining the validity of these needs and in making the information--all needed types--available through some system. Any verbal tug-of-wars that are waged in deciding which of these is more needed seems wasted; energy might better be directed toward merging efforts to ensure the availability of needed educational information for many purposes and uses.

The sequel to this problem is one of acquisition and selection. As jokingly submitted by one attendee , "what is one man's dissemination is another's acquisition ." And beyond determining a method for acquiring the information is the need for evaluating it. A center may choose to be an indiscriminate distribution point or it can choose to be a screening point. The dangers of the latter and the dissatisfaction with the former were often expressed. For example, the center that put together a descriptive listing of projects in the area found it less well received than the selected project descriptions that were obviously written by staff members who had made on-site visits. The political ramifications inherent in the evaluation of individual projects is matched by the difficulty in sifting through the printed words on research for quality and significance. The quality control issue cannot be resolved easily; however, the production of state-of-the-art papers, reviews, and summaries from organizations equipped to handle them was urged.

3. Services. In one sense, the center's services are those ways in which the collections are being made available to the users. These include passive "come-and-get-it" approaches, active "go-and-find-it" schemes, massive dissemination programs, delivery systems, and combined programs of directed dissemination and on-demand request services. Some few centers are disseminating information rather than distributing or circulating materials and documents. The principal means for this type of dissemination described by the attendees were workshops, summaries and descriptions in newsletters and bulletins, and tailored responses to users' requests.

The key service-related question was one of "how can we disseminate more effectively." Although there were positive signs of centers leaning toward more directed dissemination, for example, through SDI, the discussions concerning dissemination were often not productive, because the purposes of the dissemination efforts were not always clearly stated. Dissemination was used interchangeably to mean public relations, current awareness, and diffusion. The principal effect of attendees' not distinguishing among these definitions in their discussions was to confuse the issue of appropriate uses of channels and media (e.g., print, audiovisual, personal contacts, and workshops).

4. ERIC. ERIC was incorporated into the Seminar in many ways, and served several purposes:

   a. To orient the uninitiated into the use of ERIC and to broaden their understanding of the system.

      This purpose was achieved through presentation of the training films, conduct of the workshop experience and discussions, and the participation of the ERIC Clearinghouse representatives. Although many attendees were well versed on ERIC, this objective was more than justified by the numbers of attendees who readily admitted to having little or no knowledge of ERIC. An often stated attendee objective was to learn more about ERIC. In addition, the identification of the system with people, i.e., the ERIC Clearinghouse representatives, promoted greater understanding of the system.

   b. To introduce the various ways in which ERIC is being disseminated through the centers to their users.

      The presence and influence of ERIC is certainly evident; some information activities are based--or, at least began--solely on the ERIC materials. Variations on two basic approaches were apparent among centers working in the dissemination of ERIC materials. Some centers are basically depositories. The degree to which they are actively "pushing" its availability varies; however, their principal role is one of making the indexes and/or the microfiche (MF) collection available to users. A searching service, as such, is not common to these centers. Other centers are not only actively engaged in disseminating information about the availability of ERIC but are using it in a full service context, preparing searches, bibliographies, and summaries.

Very few centers use MF as disposable items; most centers reproduce paper copies. The few centers engaged in the reproduction of MF made arguments based on cost-effectiveness for this approach. However, lack of microfiche readers in the field is a well recognized problem. Some centers lend readers and others are encouraging their purchase in the schools. Given the savings on volume purchases, a very few centers are centralizing the purchase of readers and ERIC indexes, and are offering training sessions for participating (paying) school districts.

Many centers conduct workshops on the use of ERIC. College library representatives reported extensive involvement in this activity. Although the quality was strongly criticized, the ERIC training films were seen as useful for such workshops: "Will save a thousand words." Although this training is seen as a legitimate activity for the library, many local centers feel otherwise. They prefer the role of searching and obtaining the desired abstracts and documents for the user.

c. To prompt feedback from the users of ERIC.

Typical criticisms were those relating to the timeliness factor in the index entries, the time problem with responses from EDRS, and the quality of the reports. The latter criticism is perhaps more telling on the state of educational research than on the ERIC system itself. A concern with center personnel developing proficiency in conducting a search rarely matched the reactions to the quality of reports found.

On the positive side, many centers were using ERIC descriptors as the basis for their own indexing systems, therefore, it would be useful for ERIC to make their indexing and abstracting guidelines available to these centers. Most Seminar groups also reached a common point of recognizing the relative newness of the system and were aware that ERIC, RIE, and microfiche were still new words in education.

The ERIC sessions often prompted discussions on the difficulty in selling research to the practitioner, particularly the teacher. Different approaches were obviously being used; some centers were ignoring research reports and concentrating solely on instructional materials; others were trying to act as "middlemen" and to build up an information-using population; others were not yet committed to any special efforts in disseminating research in the context of their programs "to effect change." This range of views affected discussions on all other topics.

5. Funding and Evaluation. These two issues were seemingly the principal sources of frustration for the attendees. The matter of funding was, of course, an inevitable concern to a group largely dependent upon Federal funds. For local centers, the concern was mostly a question of survival; for States, a matter of resources for initiating and maintaining efforts; for others, such as the ERIC Clearinghouses, it was viewed in terms of limitations on the extent of services to be offered. With respect to local operations, the feeling was often expressed that the centers must become institutionalized, i.e., represented as budget items by the sponsoring agencies. Several directors at county levels encouraged the seeking of funds from participating school districts for services rendered.

   The pressures of being held accountable for their performance were particularly pronounced for those at the local level. However, it does seem clear that the evaluation of educational information services cannot move forward until the objectives of these activities are more clearly delineated and understood. In any event, evaluation is taking place:

   a. Record-keeping. Quantitative measures, such as users served and items distributed and circulated, are being used to demonstrate levels of activity. These records do, in fact, show that services are being rendered and that materials are off the shelf.

   b. User Satisfaction. Many centers are trying to determine user satisfaction through informal personal contacts and through more formal requests for user reactions in surveys and questionnaires. It was often stated that the number of repeat users continues to be the best indication of satisfaction.

6. Cooperation and Communication. In response to presentations made in the later seminars on the need for a system or linking of centers, the attendees signified a certain amount of agreement. Those representing large investments in a "physical center" were most prone to view the proliferation of centers as a possible solution. Others preferred to project the future in terms of a communication system with less emphasis on centralizing collections of information.

   The impossibility of efficiently sharing information on a lateral basis (from local center to local center) was recognized. However, discussions about a Local-State-Federal flow of information raised several questions. Who would coordinate and who would interface between such a system and the user. Although communications at every level were believed to be rather poor, the State departments were the major target of criticism. Most States are just now planning for information systems, many only in management information, some with ERIC dissemination or with project information, and some (very few) on a coordinated and comprehensive information system.

It is our conclusion that little will be done within States (between State agencies and locals) until the programs and monies are forthcoming from the Federal level.

In the Words of the Attendees. As time was available at the conclusion of a Seminar, attendees were requested to summarize their personal reactions to the sessions. These summaries represent, in the attendees' words rather than SDC's, the significant points of the discussions and of the Seminars. They are also partially evaluative, although it was stressed that they be substantively based.

1. From the Chicago and Atlanta Seminars. The attendees were asked to take time and identify the one or more significant ideas that they would take back to their centers as a result of the Seminar discussions. Selected responses are summarized below:

   - We must make a concerted effort to establish with other, similar groups engaged in this type of activity, some means of regularly sharing ideas and solutions to problems.

   - As a State Department of Education we should not try to set up a new data bank but try to set up links between existing centers and teachers and other users.

   - It now seems possible and practical to encourage our people to tap the resources of ERIC; probably one of the ideas that will stick with me most will be the wide variety of information and services which are available to users and so I will encourage continuous and extensive use of our Regional Center and ERIC.

   - Information to be effective should either be preceded by expert personal contact or followed by it.

   - Make additional efforts to see that information centers are more and more user-oriented; more attention to effective techniques of "repackaging" and more effort to determine ways of measuring change which results from activities of information centers.

   - There is an immediate need for a network of information centers with a central, electronic facilitator-coordinator. Some random "points to ponder," keep in mind the target population and devote your efforts to changing their behavior; keep in mind that there are media other than print and microfiche; focus on the interactionist or "process" approach in in-service training, focusing on behavioral change; and an information center must develop a dynamic and flexible relationship with the clients.

- I suppose the most striking belief displayed here has been the notion that disseminating research data packages to local recipients will really have any significant impact upon educational practice. Decision makers presently have more information than they can assimilate - hence, even the best research becomes merely raw data in local hands. There is no easy answer to this problem. However, it was noted that processing, synthesis and value judgements must be made regarding research data at higher levels.
- Probably the most significant contribution this Seminar will make to my organization will be to encourage the instructors in my department to spend more time and effort with new information theory and procedures in their courses. We tend to be too traditionally "library" oriented and need to address ourselves to how media specialist and information specialists will function in the future.
- ....to be more selective in writing information and contacting agencies (EIC's), bearing in mind the needs of the audience who would be seeking such information.
- First of all, I have learned of new and better sources of information that we will utilize in meeting the requests that we receive. But more important, I had the opportunity to talk of my frustrations and hear other people's so that I don't feel half as lonely. I'm not sure that I got any answers, but I feel better and I hope that I may have contributed something to assist some one else.
- Get advisory board of innovators and opinion leaders.
- ...we need a program similar to this one. I'm afraid there is much ignorance regarding ERIC and related topics.
- As a consequence of what happened at this SDC Seminar, I will attempt to include EIC's on our (clearinghouse) mailing lists as the beginning of an effort to coordinate information acquisition and dissemination activities. Discussion on the users of educational information reinforced my conviction that the specific nature of an audience must be kept in mind when disseminating information about ERIC...

- A major thrust of mine will be to share the many invaluable insights and materials with the personnel with which the material and insights have relevance... convincing the local district of a need for enlightenment in the areas of information needs will perhaps be the major challenge of this attendee.

- ...on the practical side I will take back the PREP materials on improvement of reading, the tapes made by Peace Corps returnees, the examples of print-oriented materials, Dr. Booth's quotations from Peter's Principles, the ERIC Thesaurus to assist with classification via descriptors. For later use as I have time to implement the ideas, I have learned a variety of dissemination techniques, a more imaginative and research-oriented use of our computer, a list of authorities and their addresses, and a different attitude toward ERIC.

- Because of my attendance at this seminar I will have many more resources at hand to enable me to supply information to the faculties in the schools I serve. In the term "resources" I include the personal contacts I've made as well as the ideas discussed and the printed explanations of programs and center operations. The introduction to ERIC services and the insight into possibilities made real by computer data banks are especially valuable in my estimation...

- Consideration of a breadth of experiences, problems, and tentative approaches to solution of problem situations has given many ideas and clues to personal approaches to a new venture on my part. Conversation with individuals of greater experience in certain areas has lent depth to my own planning. This factor is of greater importance to me than are the more concrete, or "thing" points of view expressed by the separate members in the seminar. I feel that my need to evaluate any services offered on a qualitative level has been stimulated.

- I am going to put a great deal of effort into making contacts with any local information center, directly and indirectly related to our clearinghouse area and what the whole ERIC system can do for them and they for us. This seminar coming on top of a half week's work in our booth at a national convention have pointed out how little people know about ERIC. I want to begin by writing letters to the centers listed in the guide, Educational Information Centers Directory. This is something I've been planning to do, but now think it deserves priority.

- The dissemination of information by centers is "too central." There should be an educational information coordinator in each state and the flow of information regarding information sources should be facilitated by these state coordinators.

Funding is a critical problem for educational information centers today (particularly Title III) and it is due largely to lack of salesmanship on those directing the Title III programs. They should be able to submit information through a state coordinating agency which could then coordinate the efforts of the various centers. If funding is lost now, the personnel will be diverted to other tasks and precious expertise in the field of education information dissemination will be dissipated.

- New Ideas: One central "ERIC" through 50 states. Re-affirmed ideas: 1) direct contact; bypassing middle men such as superintendents 2) public relations a must for continued funding-State or Federal; 3) no one knows what the other fellow is doing; 4) evaluation is still a major problem; 5) printed dissemination is not the best method to make others aware of available services.

- Been made aware of the vital question that must be answered regarding extent and appropriateness in packaging of anticipated information on specific topics. Have become more convinced that user groups must evolve thru direct activity and subsequently their needs identified and satisfied. This is necessary to enable them to zero in on specific requests in order to cut down operations costs. Selective requests can eventuate in better means of evaluation. Selective requests would permit the packaging of materials less broad in scope.

- The major effort I must address myself to is promoting a widespread knowledge of the tools and media for information available.

- In addition to this conference I recently attended a 2 day conference in Washington. The underlying current of both conferences was "where will I be next year if my project is not funded." People are very defensive about their projects and want answers as to where they stand. It is too bad that many good programs have been started without thought in the beginning - to where they would go for funds or how they would continue - if Federal funding was stopped. Many new ideas and plans as well as money, time and talent will have been for nought. Many people are also publishing a lot but doing nothing.

  The need for a coordinator of programs-at the State level-has also been demonstrated. This might be one way of keeping persons informed about programs going on in their own State.

  The ERIC slides and tape were very good and we plan to adopt these to our services and use them.

  Evaluation is a major concern to many.

  Met people and learned about programs I didn't know about. Personal contacts extremely important.

- I do intend to contact (clearinghouse) next week to discuss the possibility of putting together a joint project. Had I not met (_____) at this conference, I would not have had the idea-probably. I also intend to try to publicize the ERIC program more than I have in the past-possibly using our educational TV station and also a program similar to the action line. I will also look into the possibility for a new format (more attractive) for our newsletter. I will not buy the ERIC slide set.

- Since we are in the very beginning stages of establishing a center, I have seen through contacts and comments how extremely important it is to be well-prepared by identifying the target audience and aiming our program and services to them. It is too easy to fall into the trap of being "all things to all people" instead of starting with a more limited audience and more limited goals and gradually expanding our services. A second thing which I feel has been brought home to me is being made more aware of the resources available to us which we certainly will use in getting our operation off to a good start.

2. From the Denver Seminar. A different approach was used with the Denver group. Attendees were divided by the types of centers they represented--i.e., into State and Local groups. They were asked to identify the priorities which they saw directing their level of operations in the near future. The lists below are taken from the panel presentations made following this session.

(1) Local Priorities

- Work to change image of ERIC for teachers, particularly
- Identify where ERIC collections are
- Get microfiche readers in field
- Cooperate with the growing library networks
- Consider duplication for disseminating fiche
- Get materials disseminated directly into the hands of users--not through channels
- Clearer statements of purpose needed
- Tap existing data banks
- Must prove self before money forthcoming
- Need local resource person in each school

(2) State Priorities

- Get own Departments into shape: intra-communication
- Identify the State Education people's needs; what services are needed; demonstrate usefulness of information activities through sample services
- Use mini-grants to encourage individual innovation
- Mend political fences
- Develop better liaison work with State libraries
- Be aware of user level of ERIC reports

C. The Educational Information Center: A Composite View

Attendees were requested to bring materials from their centers to the Seminars. These materials, such as reports, forms and publications, have been reviewed and categorized to document further, if only indirectly, the functions and activities of the centers.* The following categories have been selected for the presentation of sample materials: (1) Statements of Purpose; (2) The Center Collection; (3) Special Services; (4) Computer Usage; (5) Procedures; (6) Dissemination of People and Projects; and (7) Evaluation. The introductions to each of the sections is essentially a synthesis of attendee presentations made during the course of the Seminar series.

Statement of Purpose. A review of the brochures, announcement bulletins, and guidelines lends evidence to the easily forgotten notion that some similarities do exist within this diverse community. The parent organizations are, after all, joined in the common venture of revitalizing the educational process.

Diversity comes then in how this basic objective is pursued. Organizations that have adopted an information center concept as a vital part of their service program--either central to or as an important adjunct to their consultative, research, or development programs--are clearly represented below in the selected quotations taken from their statements of purpose. Most of the centers with carefully spelled-out program statements are in the local setting, as is also evident in the following samples.

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*Only brief references are given for the centers whose documents are cited; a more complete list of these centers, their addresses, and Seminar representatives are provided in Appendix C.

- From the Professional Information Center, Colorado:

Program

The objective of the Professional Information Center is the promotion of educational improvement through the purposeful dissemination of information. Research findings, summaries of contemporary practices, and the results of innovative studies are typical examples of information made available to educators on request or through an "Alert System." The "Alert System" brings to the attention of the requestor a flow of information on a particular subject prepared in resume form. If interest warrants, the complete article may then be reprinted.

Requests for information may be made by phone, letter or personal visit. Services are available to all staff and patrons of the three supporting districts.

Objectives

1) Current Awareness
    - a. Distributing information about new materials in Center; articles of general interest in less popular journals, and new services to all staff by means of articles in the monthly "Media Memo."
    - b. Providing selective dissemination of information through citations, copies, or brief summaries of articles on subjects matching each educator's request.

2) Continuing Inservice Education
    - a. Routing of current journals to interested persons.
    - b. Collecting materials for study committees or college classwork.
    - c. Providing periodic summaries of developments in subject area fields, organizational patterns and teaching methods for upgrading the process of evaluation and teacher growth.

3) Increase Pay-off of Staff Time
    - a. Searching for information (more important to spend time reading it rather than in looking for it).
    - b. Gathering materials and sending to requestor (no need to spend evenings in university or public library reading--read at home with no lost travel time).

c. Providing "SDI" (each administrator need not check every issue of every available education journal for items of interest).

4) Greater Accessibility of More Materials

a. Linking of "professional" libraries into a network through a central catalog.
b. Delivering materials to educator.
c. Photocopying articles for long periods of reference usage.
d. Routing of journals not available in buildings.
e. Borrowing through interlibrary loan.

5) Economy Through Cooperation

a. Eliminating unnecessary duplication of effort e.g., "SDI" and current awareness services can serve 500 with little more cost than for 50 and searches and bibliographies done for one teacher will serve one in another district.
b. Providing variety rather than unwarranted duplication through pooling of resources and establishment of central locator file.
c. Saving of space by maintaining back files of journals in one location rather than several.
d. Purchasing of new materials and equipment for trial to enable teachers to make the most effective use of their money.

- From the San Mateo County (California) Information & Dissemination Center:

> On the conceptual level the basic goal of the center is to collect, retrieve, disseminate and diffuse all educational information related to intergroup activities for the user community in San Mateo County. The primary function is to offer service to the classroom teacher in developing curriculum, resource materials, and media for utilization in classroom presentations.of all phases of minority group education, intergroup education and minority history and activities. The second "hoped for" function would be the collection of all educational unit packages so developed for retrieval and dissemination by other user groups within San Mateo County and also as part of the State Network System. As the center grows the services would expand to include an even greater information data bank. An obvious expansion would

include vocational information of the research level. From this a further outgrowth could be special education and sociological information. The ultimate goal would be an interlinking electronic system to all schools offering a diverse magnetic tape data bank and computer date print-out, T.V. monitoring screens and other electronic as well as human service.

- From the R.I.S.E. Center, Pennsylvania:

  R.I.S.E. is:

  - an information bank
  - a retrieval system
  - a research information service
  - a consultant staff
  - a partner in conducting research
  - a training program
  - a channel of communication

- From the ADAPT Supplementary Educational Center, California:

  Objectives

  The Center will be a service agency of change assisting in the development and implementation of innovative programs and practices that assure that the schools of the serivce area will be able to meet the complex challenges of steadily accelerating technological, socio-economic, political and ethical alterations in the goals, structure and processes of the modern community. To accomplish this mission, the ADAPT Center will attempt to achieve the following objectives:

  1.0 Diffuse information to the clients of the service area concerning:

  1.1 those needs of the children of the service area judged to be of highest priority;
  1.2 resources available to develop and fund action programs to meet high priority needs;
  1.3 promising, field-tested, innovative solutions to problems in the service area; and

1.4 reports of research findings that may serve as a base for decision making.

Mission Statement of Information Data Bank

To establish a research capability which will provide for reporting of research findings in usable language, respond to research requests, support project proposals and develop a library of informational files available to and usable by the clients of the Center.

The Informational Data Bank will cooperate with and extend the research efforts of each county office and each local district making additional information available to them through the development of a system of informational interchange with other PACE Centers, Research and Development Centers, major Retrieval Centers including ERIC, the State Department of Education, and college and university research efforts.

- From PROJECT PRIME, Maine:

The main objective of PRIME is to provice service to teachers through

- The availability of a wide variety of innovative instructional materials.
- The availability of facilities for the local production of classroom materials.
- The availability of resource materials for in-service training and curriculum development.
- The opportunity for experimentation with the innovative.

- From the Central Minnesota Council, Curriculum Media Center:

Objectives

1. To provide professional and logistic support to Council personnel
2. To provide a center at which teachers and administrators can examine and evaluate instructional materials for possible use.
3. To provide access to professioanl literature and curriculum planning materials.
4. To provide consultant assistance in curriculum planning and inservice activities.

Materials Available

1. Sample instructional materials for review and evaluation.
2. Professional journals and textbooks
3. Curriculum guides, teacher textbook editions, catalogs.
4. Microfiche and microfilm reader with print-out service.

The Center Collection. The materials clearly indicate not only the wide variety of holdings maintained by the centers, but the various methods used to alert users to these holdings, as well. Special bibliographies, acquisition lists, announcements in newsletters, and catalogs are typical formats for this purpose. The samples in the following figures are illustrative of these formats and indirectly of the range of center materials held. What cannot be illustrated in these reproductions are the variations in presentations, from slick publications to dittoed sheets.

The ASSIST Center-Information Service
Wayne County Intermediate School District

Sources of materials on Michigan

THE STATE

Michigan Association of School Librarians, Bureau of School Services, 401 South Fourth Street, Ann Arbor, Michigan 48103.
Michigan Authors, edited by Rachel N. Hilbert. 1960. $1.25
Michigan Poets, edited by Rachel N. Hilbert. 1964. Includes a supplement to *Michigan Authors*. $1.25

Michigan Council of Teachers of English, Bureau of School Services, University of Michigan, 401 South Fourth Street, Ann Arbor, Michigan 48103.
Michigan Novels: an Annotated Bibliography, by Albert G. Black. 1963. $1.50.

Michigan Historical Commission, Department of State, Lansing, Michigan 48913.
Michigan State Flag and Seal. Single copy free

Michigan State Chamber of Commerce, 215 S. Washington Avenue, Lansing, Michigan 48933.
Michigan Challenge. Monthly.

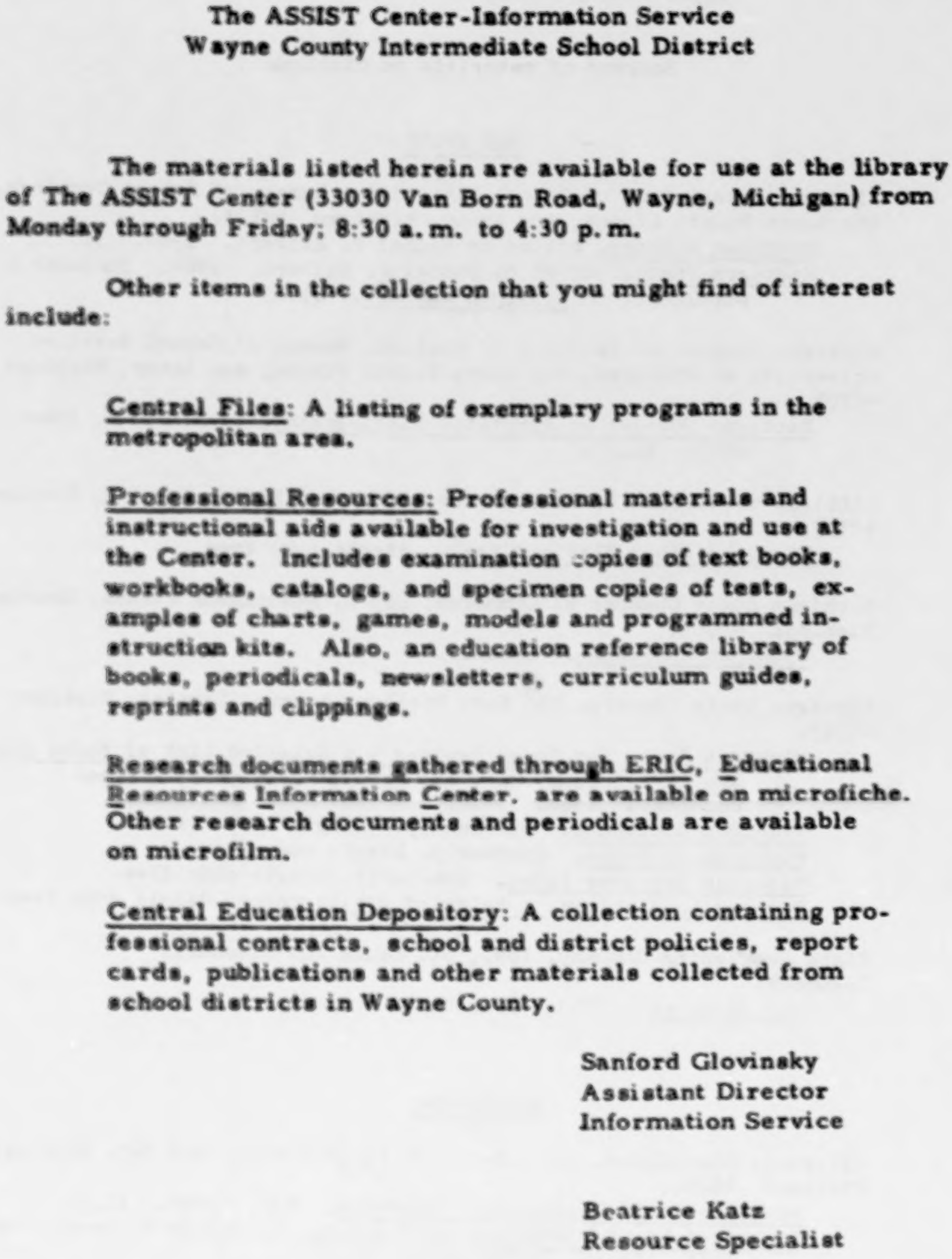
Michigan State Library, 735 East Michigan Avenue, Lansing, Michigan 48913.
Michigan Books for Young Readers - a Selected List of Books Which are in Print, by Mary Ann Hanna, assisted by Eleanor Duquette. 1966.
Michigan Documents. Bi-monthly. Single copy free
Michigan in Books. Quarterly. Single copy free
Michigan Magazine Index. Quarterly. Single copy free
Negroes in Michigan, a Selected Bibliography. Single copy free

State Publishing Company, Inc., St. Louis 20, Missouri.
Textbook:
Our Michigan 1962. (Our State Series)

GOVERNMENT

Hillsdale Educational Publishers, 41 North Street, Box 245, Hillsdale, Michigan 49242.
Michigan Civil Government: Handbook. M20. 1967. $1.35
State and Local Government in Michigan, by Ferris E. Lewis. M29. 1966. Cloth, $3.75, paper, $2.35.

Figure 1-a. From the ASSIST Center's special collection.



The ASSIST Center-Information Service
Wayne County Intermediate School District

The materials listed herein are available for use at the library of The ASSIST Center (33030 Van Born Road, Wayne, Michigan) from Monday through Friday; 8:30 a.m. to 4:30 p.m.

Other items in the collection that you might find of interest include:

Central Files: A listing of exemplary programs in the metropolitan area.

Professional Resources: Professional materials and instructional aids available for investigation and use at the Center. Includes examination copies of text books, workbooks, catalogs, and specimen copies of tests, examples of charts, games, models and programmed instruction kits. Also, an education reference library of books, periodicals, newsletters, curriculum guides, reprints and clippings.

Research documents gathered through ERIC, Educational Resources Information Center, are available on microfiche. Other research documents and periodicals are available on microfilm.

Central Education Depository: A collection containing professional contracts, school and district policies, report cards, publications and other materials collected from school districts in Wayne County.

Sanford Glovinsky
Assistant Director
Information Service

Beatrice Katz
Resource Specialist

Figure 1-b. About the ASSIST Center's collection.

The ASSIST Center-Information Service
Wayne County Intermediate School District

NEWSLETTERS

PUBLISHER	TITLE
American Association of School Administrators	E/R/S Reporter
American Association of School Administrators	Hot Line
American Association of School Administrators	The School Administrator
American Educational Research Association	Educational Researcher
Association for Supervision and Curriculum Development-N. E. A.	ASCD News Exchange
Association of Classroom Teachers-N. E. A.	Act News Bulletin
Association of Elementary School Principals-Wayne County, Michigan	A. E. S. P. Digest Region---II
Bellman Publishing Co.	Scholarships, Fellowships & Loans News Service
Chicago, University of Midwest Administration Center	Administrators Notebook
Citizenship Committee-N. E. A.	Teacher-Citizens
Continuous Progress Education	Newsletter
Croft Educational Services	Curriculum Letter for Administrators Concerned with Elementary Schools
Croft Educational Services	Curriculum Letter for Administrators Concerned with Secondary Schools
Croft Educational Services	Education Summary
Croft Educational Services	Executive Action Letter
Deerfield Foundation (The)	The Center Letter
Demonstration and Research Center for Early Education-George Peabody College for Teachers	Darcee Newsletter

Figure 1-c. A partial list of the ASSIST Center's 100 newsletters.

II. NEW TRENDS IN HEALTH OCCUPATIONS EDUCATION

A. CHANGES

19. **Allied Health Professions Educational Improvement Grants.** Arlington, Va.: Public Health Service, November, 1966, 41 pp. ED 017 624

    Announcement of grants to educational institutions to improve programs that qualify students: (1) for a baccalaureate degree, or masters, to the extent required for basic professional certification, registration or licensure as a medical technologist, optometric technician, dental hygienist, radiologic technologist, medical records librarian, dietician, occupational therapist, or physical therapist; and (2) for an associate degree or its equivalent, and for employment as X-Ray technicians, medical records technician, dental hygienist, dental assistant, ophthalmic assistant, occupational therapy assistant, or food service assistant. Eligibility, amounts, duration, and application procedures are presented.

20. Beeman, Addison, C. Occupational Trends in Idaho Hospitals and Licensed Nursing Homes. Boise, Idaho: Idaho State Department of Employment, April, 1967, 77 pp. VT 002 325

    A study to determine current labor needs and future vocational demands (some professional occupations are included). Some conclusions were: (1) salary increases are expected to continue for the next five years; (2) the greatest number of additional jobs will be in hospitals -- the greatest percentage in nursing homes; (3) registered nurses, medical technicians, dieticians, medical records librarians, orderlies, medical stenographers, maintenance men will be most in demand; (4) new occupations: inhalation therapist, surgical technician, medical records technician, ward clerk, insurance technician, food service supervisor, electrocardiogram technician, and (5) there will be an increased need for physical and occupational therapists, and for trained nursing aides.

Figure 2. From a selected bibliography of ERIC documents by the California RCU.

Guggenheim, Fred and Guggenheim, C. L., eds. New frontiers in education. New York: Grune & Stratton, 1966. Pp. 243-255.

Manlove, D. C. and Beggs, D. W., III. Flexible scheduling. Bloomington: Indiana University Press, 1965.

National Education Association. Project on Instruction. Schools for the sixties. New York: McGraw-Hill Book Co., 1963.

National Society for the Study of Education. Individualizing instruction. Chicago: University of Chicago Press, 1962.

Peterson, C. H. Effective team teaching: the Easton Area High School program. West Nyack, N. Y.: Parker Pub. Co., 1966. Pp. 101-120.

Swenson, Gardner and Keys, Donald. Providing for flexibility in scheduling and instruction. Englewood Cliffs, N. J.: Prentice-Hall, 1966. Pp. 54-61.

Tewksbury, J. L. Nongrading in the elementary school. Columbus, Ohio: Charles E. Merrill Bks., 1967.

Thelen, H. A. Education and the human quest. New York: Harper & Row, 1960. Pp. 89-112.

Washburne, C. W. and Marland, S. P., Jr. Winnetka. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

About Independent Study in MAGAZINES

Adams, C. L. "Independence for Study." Hispania, 50:483-7, September 1967.

Balter, L. "Multisensory approach: key to programmed instruction." Business Education World, 48:14-15+ December 1967. (4p.)

Brick, E. M. "Learning centers; the key to personalized instruction." Audiovisual Instruction, 12:786-92, October 1967.

Calder, C. R., Jr. "Self-directed reading materials." Reading Teacher, 21:248-52, December 1967.

Cohan, P. H. "Regional school cooperative as a science service center." Science Education, 51:349-52, October 1967.

Crowder, W. W. "Climate for learning." School and Community, 54:38-9, November 1967.

Cumming, W. K. "Learning center at Brevard Junior College." Audiovisual Instruction, 12:793-7, October 1967.

Cutter, V. M. and Nix, C. W. "Education service centers, agents of change." Texas Outlook, 51:42-5, September 1967.

Darling, R. L. and others. "IMC: library services." Instructor, 77:83-94, November 1967.

Echols, D. "Making of a media center." Audiovisual Instruction, 12:798-801, October 1967.

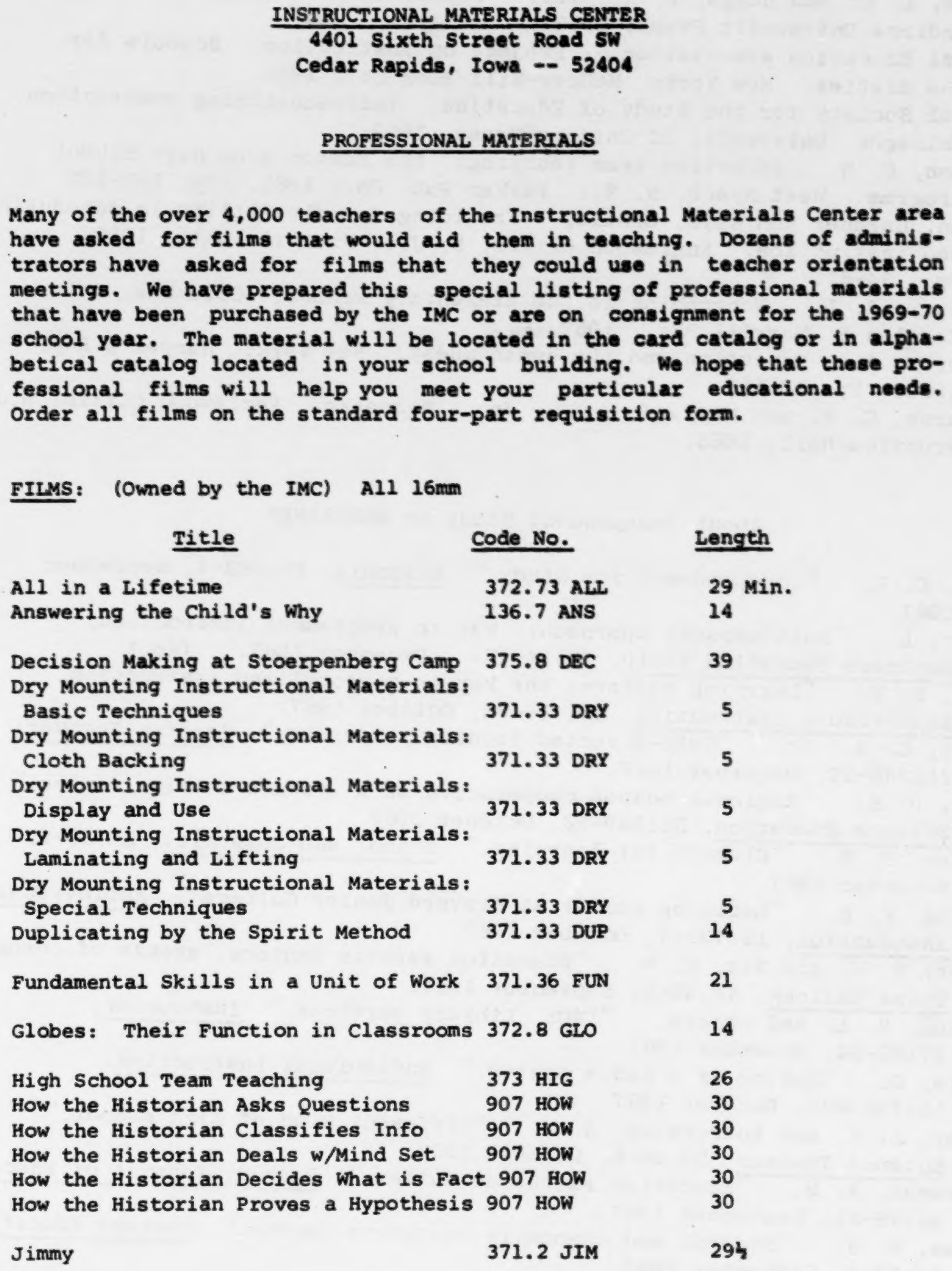
Finley, A. C. and Louderback, H. M. "Different kind of high school." Science Teacher, 34:46-8, October 1967.

Gottesman, A. M. "Education in the seventies." Peabody Journal of Education, 45:76-81, September 1967.

Hoppes, W. J. "Student and community resources center." Montana Education, 44:26-7, September 1967.

McAninch, H. D. "Audio-tutorial approach to remedial English." School and Community, 54:31+ October 1967. (2p.)

Figure 3. The periodicals section of a special bibliography by the Genesee Valley Regional Educational Center.



INSTRUCTIONAL MATERIALS CENTER
4401 Sixth Street Road SW
Cedar Rapids, Iowa -- 52404

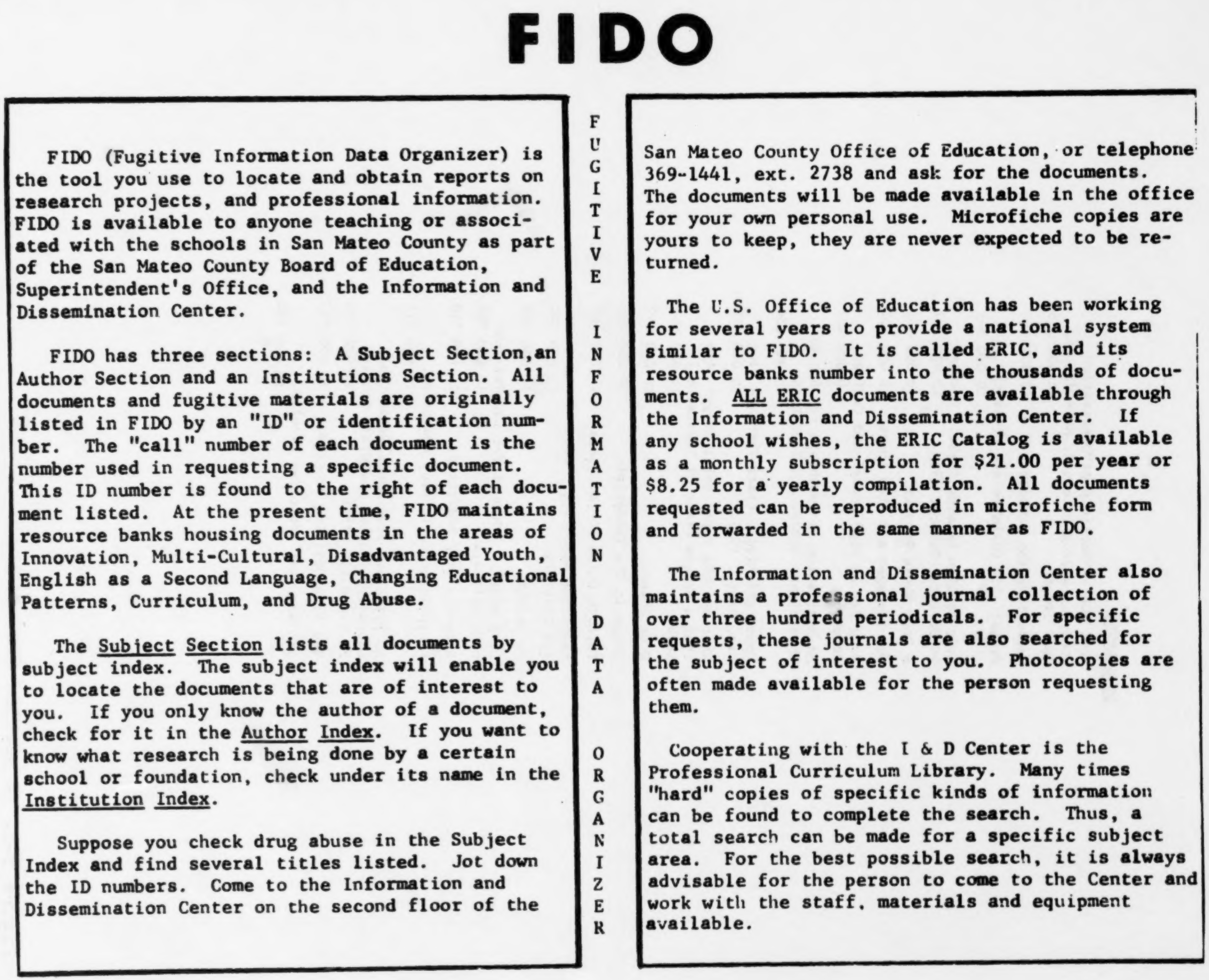
PROFESSIONAL MATERIALS

Many of the over 4,000 teachers of the Instructional Materials Center area have asked for films that would aid them in teaching. Dozens of administrators have asked for films that they could use in teacher orientation meetings. We have prepared this special listing of professional materials that have been purchased by the IMC or are on consignment for the 1969-70 school year. The material will be located in the card catalog or in alphabetical catalog located in your school building. We hope that these professional films will help you meet your particular educational needs. Order all films on the standard four-part requisition form.

FILMS: (Owned by the IMC) All 16mm

Title	Code No.	Length
All in a Lifetime	372.73 ALL	29 Min.
Answering the Child's Why	136.7 ANS	14
Decision Making at Stoerpenberg Camp	375.8 DEC	39
Dry Mounting Instructional Materials: Basic Techniques	371.33 DRY	5
Dry Mounting Instructional Materials: Cloth Backing	371.33 DRY	5
Dry Mounting Instructional Materials: Display and Use	371.33 DRY	5
Dry Mounting Instructional Materials: Laminating and Lifting	371.33 DRY	5
Dry Mounting Instructional Materials: Special Techniques	371.33 DRY	5
Duplicating by the Spirit Method	371.33 DUP	14
Fundamental Skills in a Unit of Work	371.36 FUN	21
Globes: Their Function in Classrooms	372.8 GLO	14
High School Team Teaching	373 HIG	26
How the Historian Asks Questions	907 HOW	30
How the Historian Classifies Info	907 HOW	30
How the Historian Deals w/Mind Set	907 HOW	30
How the Historian Decides What is Fact	907 HOW	30
How the Historian Proves a Hypothesis	907 HOW	30
Jimmy	371.2 JIM	29½

Figure 4. An announcement sheet on new films from the Instructional Materials Center, Cedar Rapids, Iowa.



FIDO

FUGITIVE INFORMATION DATA ORGANIZER

FIDO (Fugitive Information Data Organizer) is the tool you use to locate and obtain reports on research projects, and professional information. FIDO is available to anyone teaching or associated with the schools in San Mateo County as part of the San Mateo County Board of Education, Superintendent's Office, and the Information and Dissemination Center.

FIDO has three sections: A Subject Section,an Author Section and an Institutions Section. All documents and fugitive materials are originally listed in FIDO by an "ID" or identification number. The "call" number of each document is the number used in requesting a specific document. This ID number is found to the right of each document listed. At the present time, FIDO maintains resource banks housing documents in the areas of Innovation, Multi-Cultural, Disadvantaged Youth, English as a Second Language, Changing Educational Patterns, Curriculum, and Drug Abuse.

The Subject Section lists all documents by subject index. The subject index will enable you to locate the documents that are of interest to you. If you only know the author of a document, check for it in the Author Index. If you want to know what research is being done by a certain school or foundation, check under its name in the Institution Index.

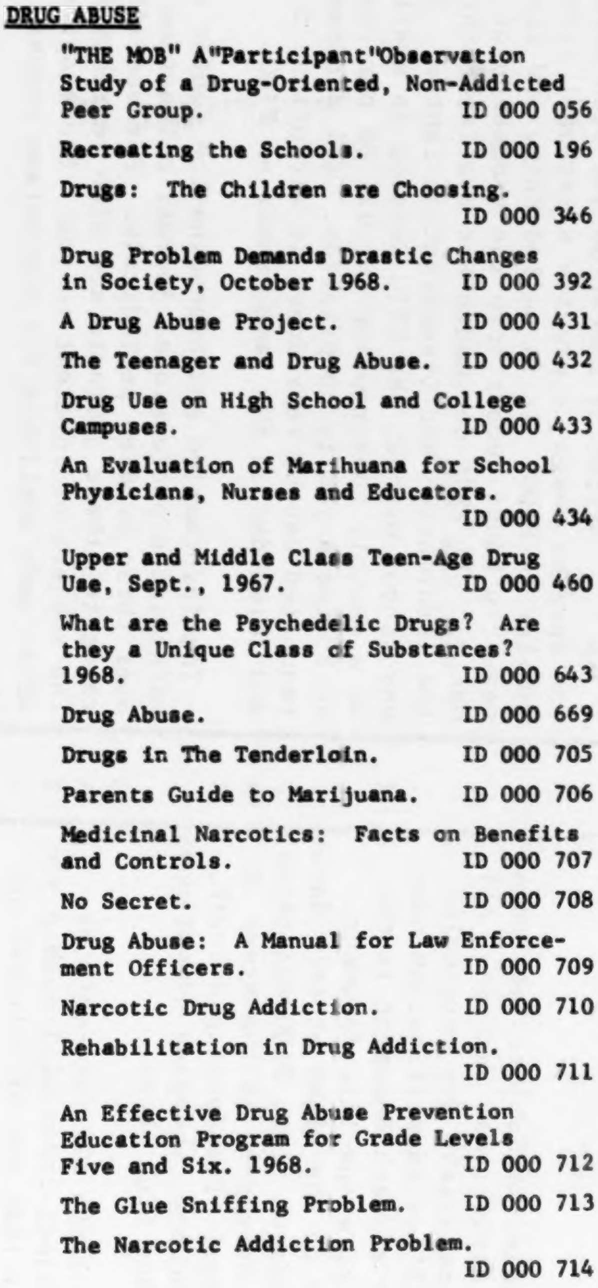
Suppose you check drug abuse in the Subject Index and find several titles listed. Jot down the ID numbers. Come to the Information and Dissemination Center on the second floor of the San Mateo County Office of Education, or telephone 369-1441, ext. 2738 and ask for the documents. The documents will be made available in the office for your own personal use. Microfiche copies are yours to keep, they are never expected to be returned.

The U.S. Office of Education has been working for several years to provide a national system similar to FIDO. It is called ERIC, and its resource banks number into the thousands of documents. ALL ERIC documents are available through the Information and Dissemination Center. If any school wishes, the ERIC Catalog is available as a monthly subscription for $21.00 per year or $8.25 for a yearly compilation. All documents requested can be reproduced in microfiche form and forwarded in the same manner as FIDO.

The Information and Dissemination Center also maintains a professional journal collection of over three hundred periodicals. For specific requests, these journals are also searched for the subject of interest to you. Photocopies are often made available for the person requesting them.

Cooperating with the I & D Center is the Professional Curriculum Library. Many times "hard" copies of specific kinds of information can be found to complete the search. Thus, a total search can be made for a specific subject area. For the best possible search, it is always advisable for the person to come to the Center and work with the staff, materials and equipment available.

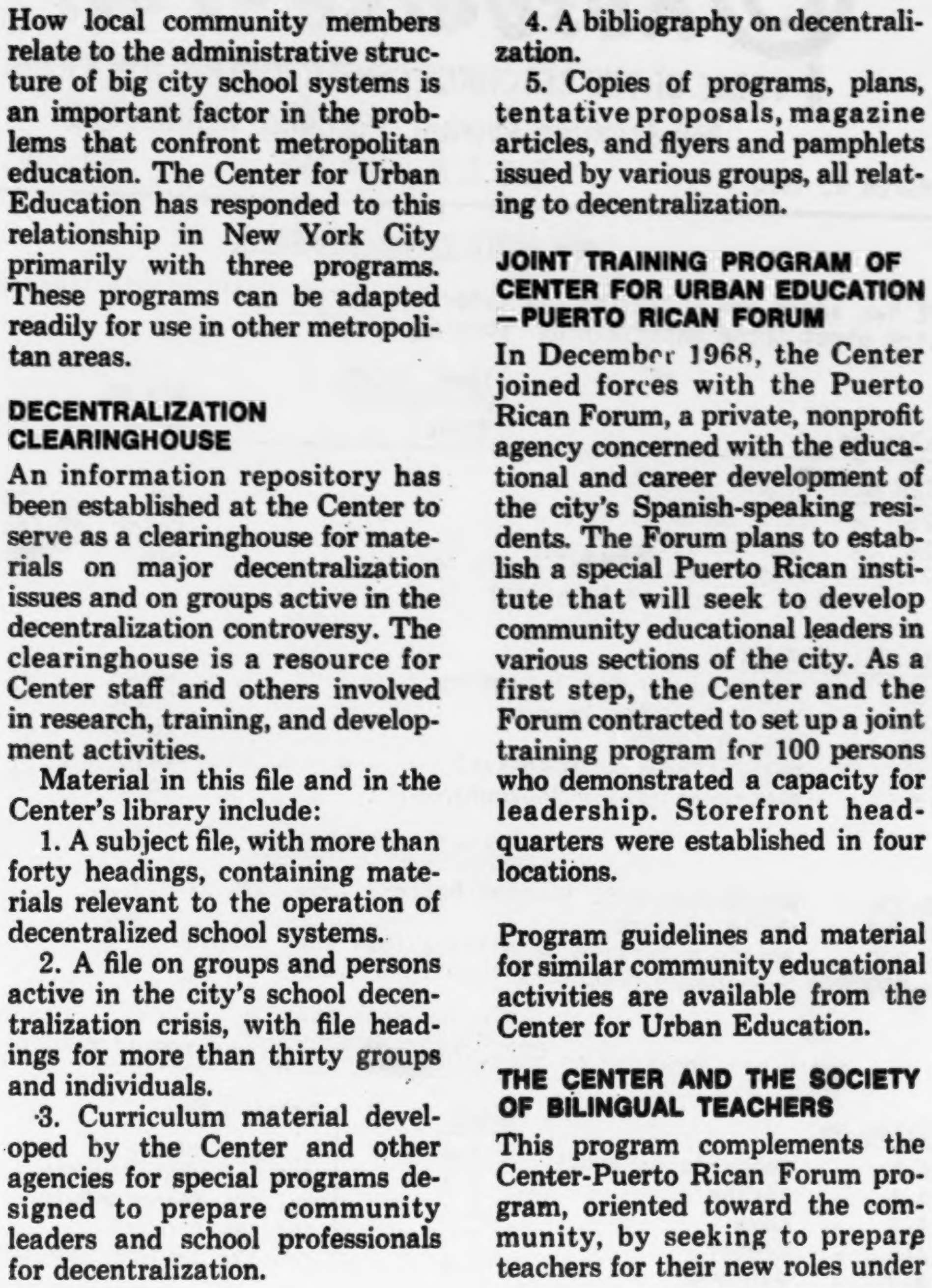
Figure 5-a. An explanation of the San Mateo County (California) Information and Dissemination Center's special announcement publication.



DRUG ABUSE

"THE MOB" A"Participant"Observation Study of a Drug-Oriented, Non-Addicted Peer Group.	ID 000 056
Recreating the Schools.	ID 000 196
Drugs: The Children are Choosing.	ID 000 346
Drug Problem Demands Drastic Changes in Society, October 1968.	ID 000 392
A Drug Abuse Project.	ID 000 431
The Teenager and Drug Abuse.	ID 000 432
Drug Use on High School and College Campuses.	ID 000 433
An Evaluation of Marihuana for School Physicians, Nurses and Educators.	ID 000 434
Upper and Middle Class Teen-Age Drug Use, Sept., 1967.	ID 000 460
What are the Psychedelic Drugs? Are they a Unique Class of Substances? 1968.	ID 000 643
Drug Abuse.	ID 000 669
Drugs in The Tenderloin.	ID 000 705
Parents Guide to Marijuana.	ID 000 706
Medicinal Narcotics: Facts on Benefits and Controls.	ID 000 707
No Secret.	ID 000 708
Drug Abuse: A Manual for Law Enforcement Officers.	ID 000 709
Narcotic Drug Addiction.	ID 000 710
Rehabilitation in Drug Addiction.	ID 000 711
An Effective Drug Abuse Prevention Education Program for Grade Levels Five and Six. 1968.	ID 000 712
The Glue Sniffing Problem.	ID 000 713
The Narcotic Addiction Problem.	ID 000 714

Figure 5-b. A section from FIDO.



How local community members relate to the administrative structure of big city school systems is an important factor in the problems that confront metropolitan education. The Center for Urban Education has responded to this relationship in New York City primarily with three programs. These programs can be adapted readily for use in other metropolitan areas.

DECENTRALIZATION CLEARINGHOUSE

An information repository has been established at the Center to serve as a clearinghouse for materials on major decentralization issues and on groups active in the decentralization controversy. The clearinghouse is a resource for Center staff and others involved in research, training, and development activities.

Material in this file and in the Center's library include:

1. A subject file, with more than forty headings, containing materials relevant to the operation of decentralized school systems.
2. A file on groups and persons active in the city's school decentralization crisis, with file headings for more than thirty groups and individuals.
3. Curriculum material developed by the Center and other agencies for special programs designed to prepare community leaders and school professionals for decentralization.
4. A bibliography on decentralization.
5. Copies of programs, plans, tentative proposals, magazine articles, and flyers and pamphlets issued by various groups, all relating to decentralization.

JOINT TRAINING PROGRAM OF CENTER FOR URBAN EDUCATION —PUERTO RICAN FORUM

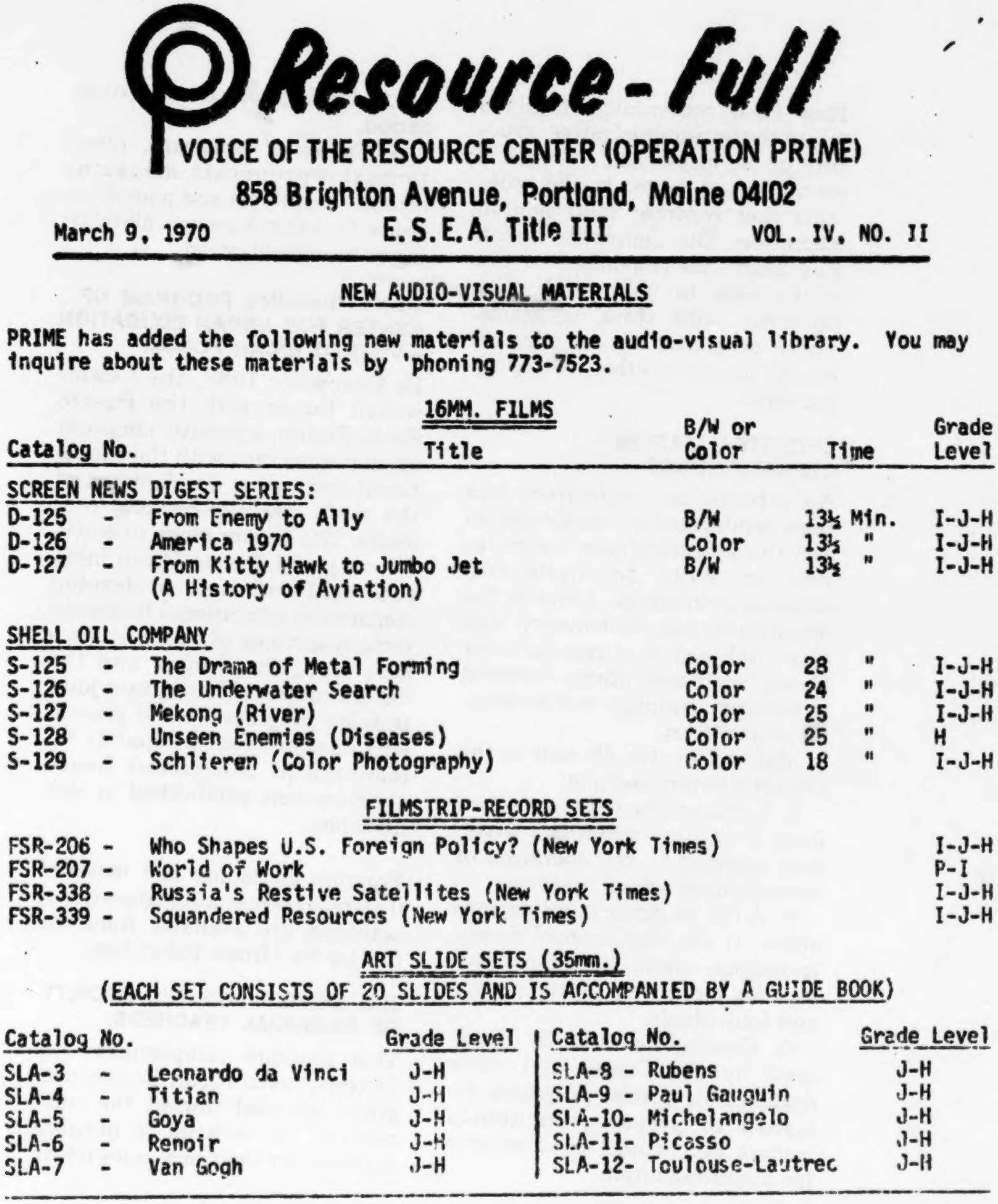
In December 1968, the Center joined forces with the Puerto Rican Forum, a private, nonprofit agency concerned with the educational and career development of the city's Spanish-speaking residents. The Forum plans to establish a special Puerto Rican institute that will seek to develop community educational leaders in various sections of the city. As a first step, the Center and the Forum contracted to set up a joint training program for 100 persons who demonstrated a capacity for leadership. Storefront headquarters were established in four locations.

Program guidelines and material for similar community educational activities are available from the Center for Urban Education.

THE CENTER AND THE SOCIETY OF BILINGUAL TEACHERS

This program complements the Center-Puerto Rican Forum program, oriented toward the community, by seeking to prepare teachers for their new roles under

Figure 6. From the Center for Urban Education's brochure on a special collection.



Resource-Full
VOICE OF THE RESOURCE CENTER (OPERATION PRIME)
858 Brighton Avenue, Portland, Maine 04102
March 9, 1970 E.S.E.A. Title III VOL. IV, NO. II

NEW AUDIO-VISUAL MATERIALS

PRIME has added the following new materials to the audio-visual library. You may inquire about these materials by 'phoning 773-7523.

16MM. FILMS

Catalog No.	Title	B/W or Color	Time	Grade Level
SCREEN NEWS DIGEST SERIES:				
D-125	From Enemy to Ally	B/W	13½ Min.	I-J-H
D-126	America 1970	Color	13½ "	I-J-H
D-127	From Kitty Hawk to Jumbo Jet (A History of Aviation)	B/W	13½ "	I-J-H
SHELL OIL COMPANY				
S-125	The Drama of Metal Forming	Color	28 "	I-J-H
S-126	The Underwater Search	Color	24 "	I-J-H
S-127	Mekong (River)	Color	25 "	I-J-H
S-128	Unseen Enemies (Diseases)	Color	25 "	H
S-129	Schlieren (Color Photography)	Color	18 "	I-J-H

FILMSTRIP-RECORD SETS

FSR-206	Who Shapes U.S. Foreign Policy? (New York Times)	I-J-H
FSR-207	World of Work	P-I
FSR-338	Russia's Restive Satellites (New York Times)	I-J-H
FSR-339	Squandered Resources (New York Times)	I-J-H

ART SLIDE SETS (35mm.)

(EACH SET CONSISTS OF 20 SLIDES AND IS ACCOMPANIED BY A GUIDE BOOK)

Catalog No.		Grade Level	Catalog No.		Grade Level
SLA-3	Leonardo da Vinci	J-H	SLA-8	Rubens	J-H
SLA-4	Titian	J-H	SLA-9	Paul Gauguin	J-H
SLA-5	Goya	J-H	SLA-10	Michelangelo	J-H
SLA-6	Renoir	J-H	SLA-11	Picasso	J-H
SLA-7	Van Gogh	J-H	SLA-12	Toulouse-Lautrec	J-H

Figure 7. From OPERATION PRIME'S bulletin on new audiovisual materials.

ABILITY

Sequential Tests of Educational Progress (STEP)

"Individual tests in reading, writing, mathematics, science, and social science."
High school level
(Educational Testing Service)

Handwriting Scale

Grades 5-8
"Measures a person's handwriting ability against a chart."
(Bobbs-Merrill Company)

A Brief Survey Test of Arithmetic Skills

Grades 7-12
"Measures all facets of a student's mathematical ability."
(Bobbs-Merrill Company)

High School Placement Test-Series H

High School Level
"Designed to meet the problems of placement or selection at the high school level. Designed to help school administrators, classroom teachers, and the guidance staff."
(Scholastic Testing Service)

School and College Ability Test

College and High School Level
"Designed to measure sentence understanding, numerical computation, word meanings, and numerical problem solving."
(Educational Testing Service)

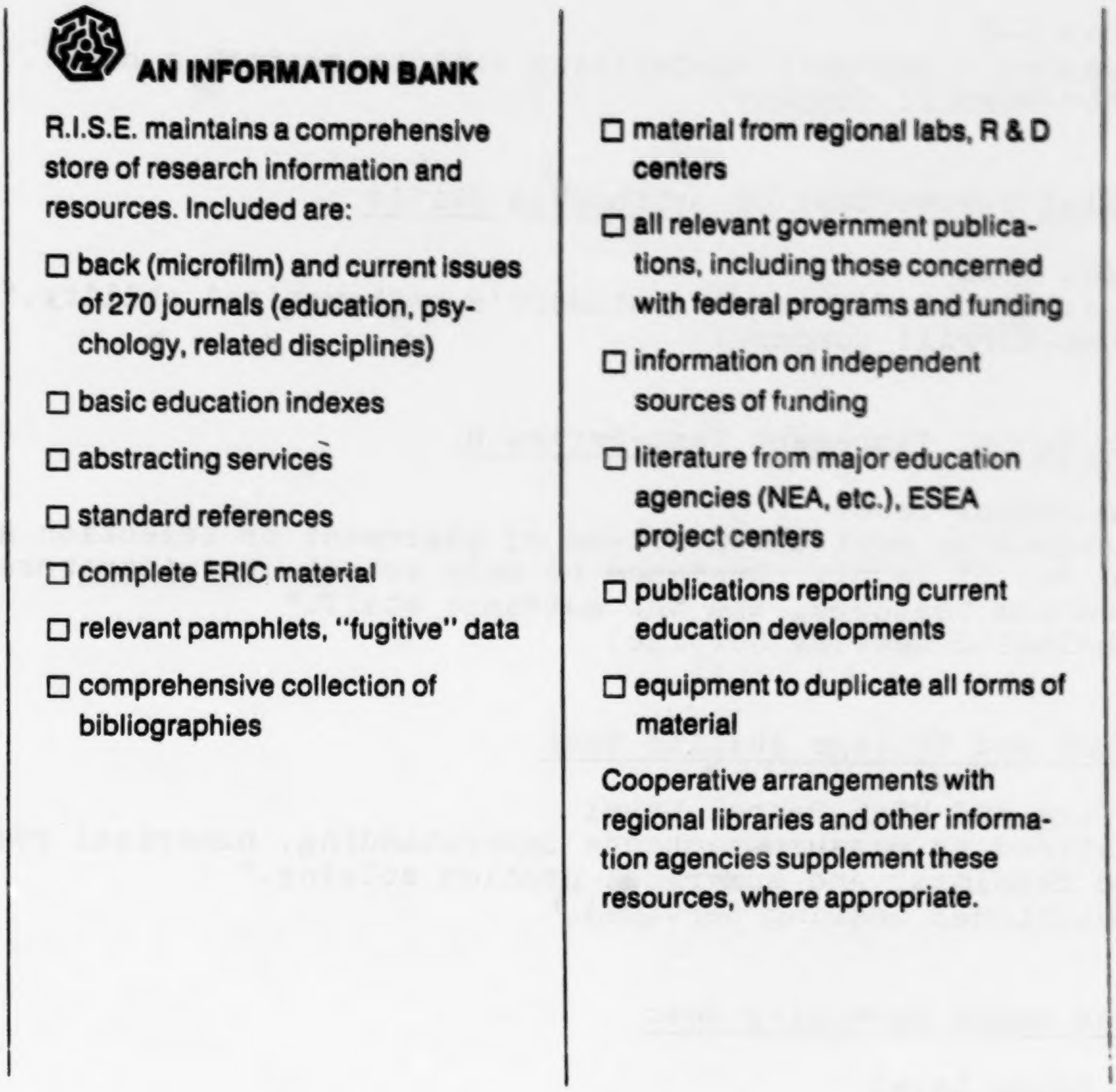
First Grade Screening Test

1st Grade Level
(American Guidance Service)

Iowa Tests of Basic Skills

Grades 3-9
"Tests vocabulary, reading comprehension, language skills, work study skills, and arithmetic skills."
(Houghton-Mifflin Co.)

Figure 8. A listing from the Central Educational Planning Center's test file.



AN INFORMATION BANK

R.I.S.E. maintains a comprehensive store of research information and resources. Included are:

- ☐ back (microfilm) and current issues of 270 journals (education, psychology, related disciplines)
- ☐ basic education indexes
- ☐ abstracting services
- ☐ standard references
- ☐ complete ERIC material
- ☐ relevant pamphlets, "fugitive" data
- ☐ comprehensive collection of bibliographies
- ☐ material from regional labs, R & D centers
- ☐ all relevant government publications, including those concerned with federal programs and funding
- ☐ information on independent sources of funding
- ☐ literature from major education agencies (NEA, etc.), ESEA project centers
- ☐ publications reporting current education developments
- ☐ equipment to duplicate all forms of material

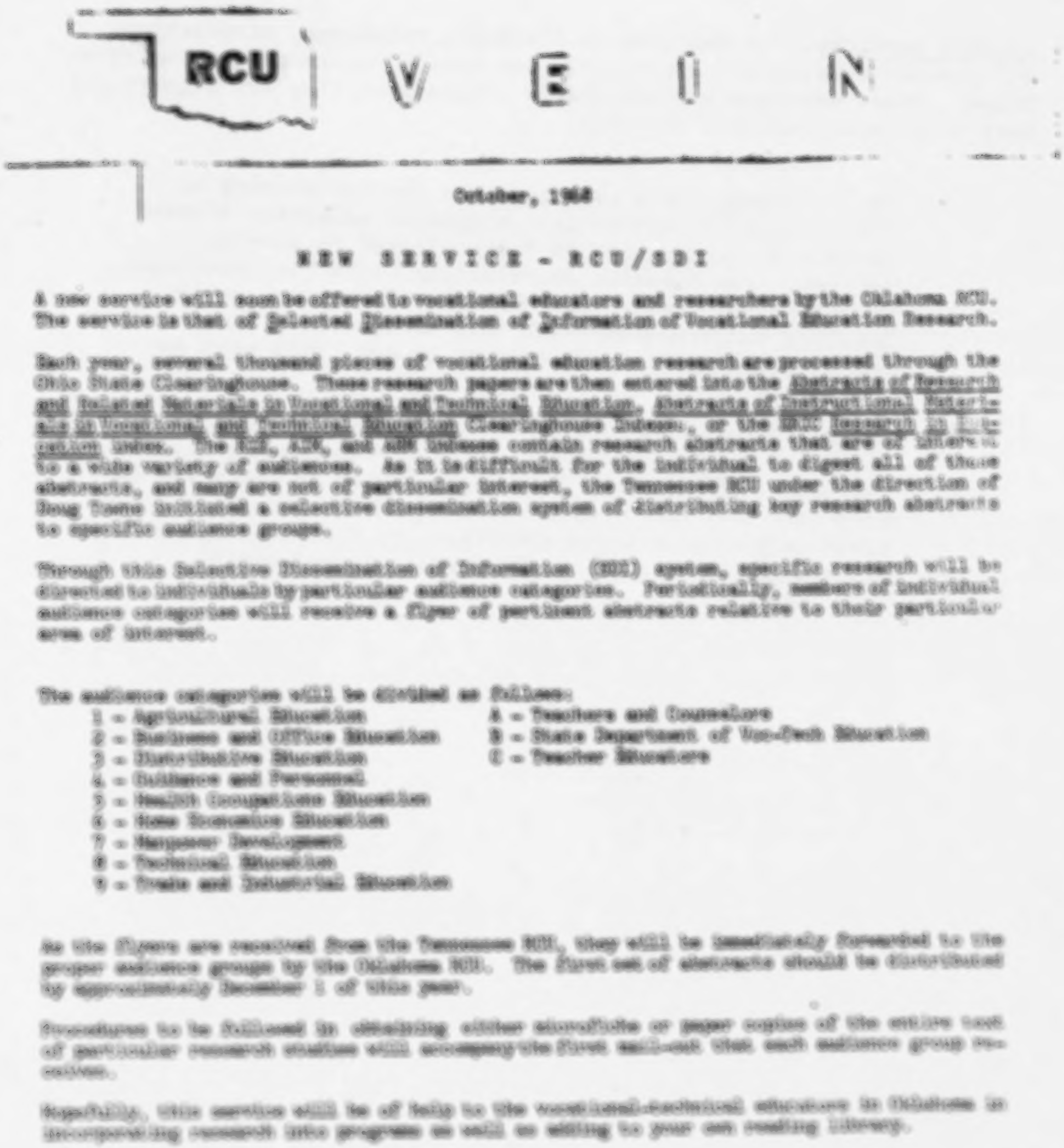
Cooperative arrangements with regional libraries and other information agencies supplement these resources, where appropriate.

Figure 9. The R.I.S.E. Center's definition of a comprehensive information bank

Special Services. In addition to the basic reference, circulation, and general dissemination services, two special programs are described below. These services are not widely offered but they are significant part of several center's programs.

1. _SDI_. Although this service has a special meaning to the information specialist, a form of selective dissemination of information is being offered by several centers: the Research Coordinating Units for Vocational Technical Education--e.g. Oklahoma, Tennessee, South Carolina and Arkansas--with ERIC materials; a local center, with journals; and another local center, with problem-centered packages.

2. _Tables-of-Contents Service_. Only a very few centers appear to be offering this service. The procedures are basically the same for each; the difference occurs in users and in cost from the $12.50 subscription and 10¢ per Xerox sheet cited below for a large operation, to the no-charge policy for services to a relatively small internal staff.



RCU VEIN

October, 1968

NEW SERVICE - RCU/SDI

A new service will soon be offered to vocational educators and researchers by the Oklahoma RCU. The service is that of Selected Dissemination of Information of Vocational Education Research.

Each year, several thousand pieces of vocational education research are processed through the Ohio State Clearinghouse. These research papers are then entered into the Abstracts of Research and Related Materials in Vocational and Technical Education, Abstracts of Instructional Materials in Vocational and Technical Education Clearinghouse Indexes, or the ERIC Research in Education index. The RIE, AIM, and ARM indexes contain research abstracts that are of interest to a wide variety of audiences. As it is difficult for the individual to digest all of these abstracts, and many are not of particular interest, the Tennessee RCU under the direction of Doug Towne initiated a selective dissemination system of distributing key research abstracts to specific audience groups.

Through this Selective Dissemination of Information (SDI) system, specific research will be directed to individuals by particular audience categories. Periodically, members of individual audience categories will receive a flyer of pertinent abstracts relative to their particular area of interest.

The audience categories will be divided as follows:

1 = Agricultural Education
2 = Business and Office Education
3 = Distributive Education
4 = Guidance and Personnel
5 = Health Occupations Education
6 = Home Economics Education
7 = Manpower Development
8 = Technical Education
9 = Trade and Industrial Education

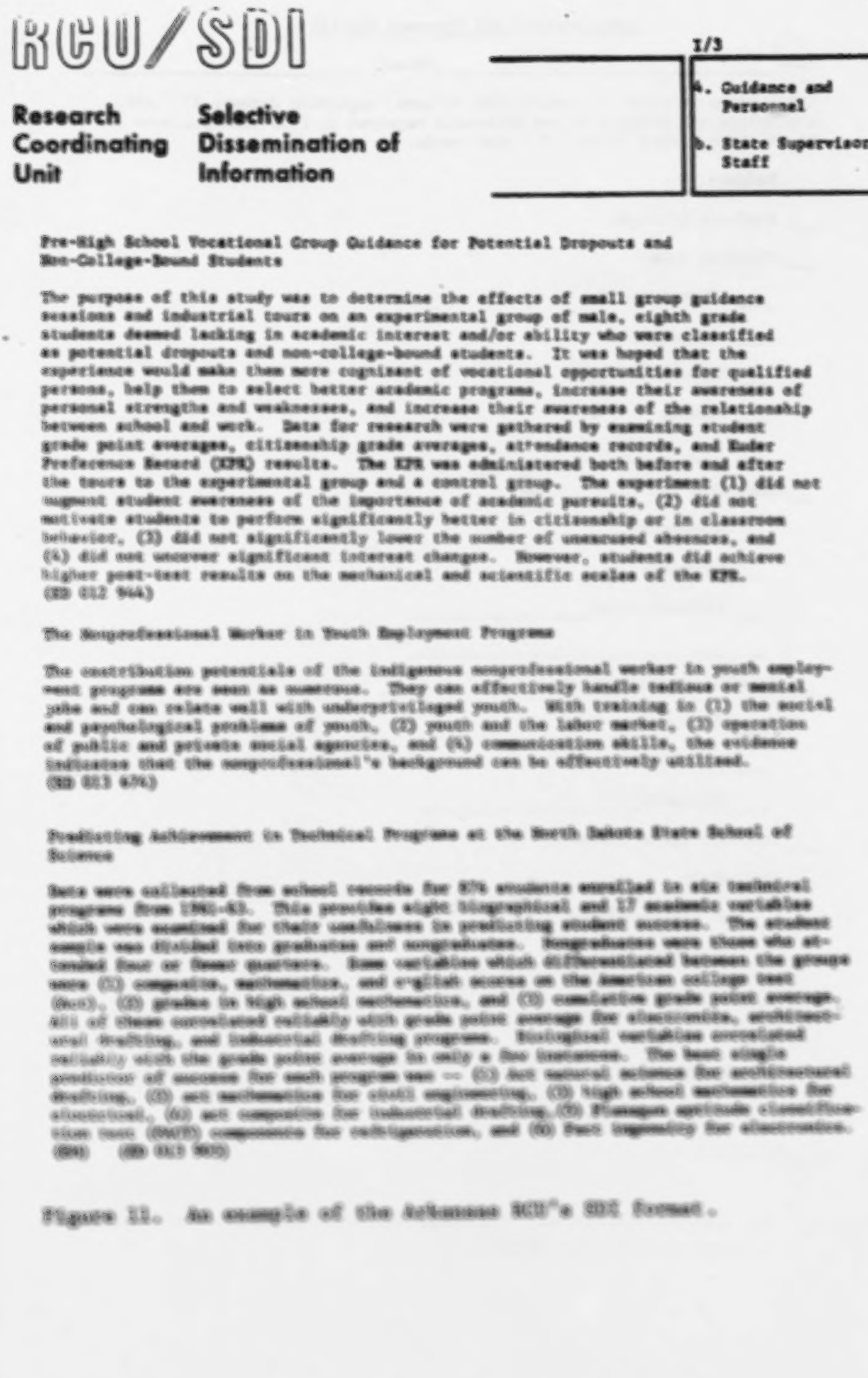
A = Teachers and Counselors
B = State Department of Voc-Tech Education
C = Teacher Educators

As the flyers are received from the Tennessee RCU, they will be immediately forwarded to the proper audience groups by the Oklahoma RCU. The first set of abstracts should be distributed by approximately December 1 of this year.

Procedures to be followed in obtaining either microfiche or paper copies of the entire text of particular research studies will accompany the first mail-out that each audience group receives.

Hopefully, this service will be of help to the vocational-technical educators in Oklahoma in incorporating research into programs as well as adding to your own reading library.

Figure 10. A description of RCU/SDI from the Oklahoma RCU.



RCU/SDI

Research Coordinating Unit

Selective Dissemination of Information

1/3

4. Guidance and Personnel

5. State Supervisory Staff

Pre-High School Vocational Group Guidance for Potential Dropouts and Non-College-Bound Students

The purpose of this study was to determine the effects of small group guidance sessions and industrial tours on an experimental group of male, eighth grade students deemed lacking in academic interest and/or ability who were classified as potential dropouts and non-college-bound students. It was hoped that the experience would make them more cognizant of vocational opportunities for qualified persons, help them to select better academic programs, increase their awareness of personal strengths and weaknesses, and increase their awareness of the relationship between school and work. Data for research were gathered by examining student grade point averages, citizenship grade averages, attendance records, and Kuder Preference Record (KPR) results. The KPR was administered both before and after the tours to the experimental group and a control group. The experiment (1) did not augment student awareness of the importance of academic pursuits, (2) did not motivate students to perform significantly better in citizenship or in classroom behavior, (3) did not significantly lower the number of unexcused absences, and (4) did not uncover significant interest changes. However, students did achieve higher post-test results on the mechanical and scientific scales of the KPR. (ED 012 944)

The Nonprofessional Worker in Youth Employment Programs

The contribution potentials of the indigenous nonprofessional worker in youth employment programs are seen as numerous. They can effectively handle tedious or menial jobs and can relate well with underprivileged youth. With training in (1) the social and psychological problems of youth, (2) youth and the labor market, (3) operation of public and private social agencies, and (4) communication skills, the evidence indicates that the nonprofessional's background can be effectively utilized. (ED 013 676)

Predicting Achievement in Technical Programs at the North Dakota State School of Science

Data were collected from school records for 876 students enrolled in six technical programs from 1961-63. This provides eight biographical and 17 academic variables which were examined for their usefulness in predicting student success. The student sample was divided into graduates and nongraduates. Nongraduates were those who attended four or fewer quarters. Some variables which differentiated between the groups were (1) composite, mathematics, and english scores on the American college test (ACT), (2) grades in high school mathematics, and (3) cumulative grade point average. All of these correlated reliably with grade point average for electronics, architectural drafting, and industrial drafting programs. Biographical variables correlated reliably with the grade point average in only a few instances. The best single predictor of success for each program was -- (1) act natural science for architectural drafting, (2) act mathematics for civil engineering, (3) high school mathematics for electrical, (4) act composite for industrial drafting, (5) Flanagan aptitude classification test (FACT) components for refrigeration, and (6) fact ingenuity for electronics. (BH) (ED 013 905)

Figure 11. An example of the Arkansas RCU's SDI format.

Administrator SDI Interest Profile

Name_______________________________School___________________________

Check areas in which you would like to have, beginning January 27, 1969, a citation and summary of new materials received at PIC. Add subjects or limit those listed to best fit your needs.

___ Budgets

___ Business services

___ Changing roles

    ___ Superintendent

    ___ Principal

    ___ Supervisor

    ___ Teacher

    ___ ________________

___ Class size

    ___ Elementary

    ___ Secondary

    ___ (Subject area)________________

    ___ ____________________________

___ Curriculum development

    ___ Elementary

    ___ Secondary

    ___ (Subject)____________________

___ Entrance age of students

___ Evaluation

    ___ of administrators

    ___ of curriculum

    ___ of students

    ___ of teachers

    ___ of schools

    ___ of nonprofessional staff

___ General

Figure 12-a. The administrator SDI interest profile from the Professional Information Center (PIC).

1

___ Guidance and counseling
___ Elementary
___ Secondary
___ Human relations
___ in the curriculum
___ in suburbia
___ ______________________
___ "Innovations" in education
___ Audiovisual developments
___ Computer assisted instruction
___ Instructional TV
___ ______________________
___ Cooperative services
___ Educational parks
___ Flexible scheduling
___ Individual instruction
___ Innovation as a process
___ Media Centers
___ Multi-age grouping
___ Students as tutors
___ Teacher aides
___ Training of
___ Use of
___ Team teaching
___ Mental health
___ of students
___ of teachers
___ Negotiations
___ Salary
___ Fringe benefits
___ Roles of principal, teacher, superintendent

Figure 12-b. The interest profile (continued).

___ Administrative salaries and fringe benefits

___ ______________________

___ Public Relations

___ School buildings

  ___ Design

  ___ Furniture

  ___ Elementary

  ___ Secondary

___ School law

  ___ ______________________

___ Student discipline

  ___ Elementary

  ___ Secondary

  ___ Classroom management

  ___ Student council

  ___ Student dress

  ___ Student rights and responsibilities

  ___ Alcohol

  ___ Drugs

  ___ Narcotics

  ___ ____________________

___ ____________________

___ ____________________

Figure 12-c. The interest profile (continued).

Examples of information provided weekly to administrators, January-May, 1969, on the basis of the "interest profile" questionnaire. Eight summaries of this type were typed on an 8½ x 11 page and cut for distribution and filing. This format was abandoned during the 1969-70 school year because of the scattering of interests and small number of duplicate requests. A new SDI interest profile is being developed for September, 1970, distribution. It is expected that demand will be much greater and a return to these 3 x 5 summaries is anticipated.

EDUCATIONAL PARKS

Jensen, Henry C. "A Time for Boldness" J. of Sec. Ed. 44:31-35. Jan., 1969.

Plans for park in East San Jose, Calif., to open in 1971 include a multi-agency center including centers for childcare, senior citizens, youth employment, and Jr. Achievement.

FLEXIBLE SCHEDULING

Nielson, Paul and Keropian, Robert. "How to Gain Instructional Time Without Additional Cost." J. of Sec. Ed. 44:25-30. Jan., 1969.

El Camino High School programs only lab and activity oriented classes on a flexible schedule. These meet 3 times per week, 2-105 minute periods and 1-50 minute period. Other classes meet 50 minutes per day. Teacher may revert to daily schedule at any time.

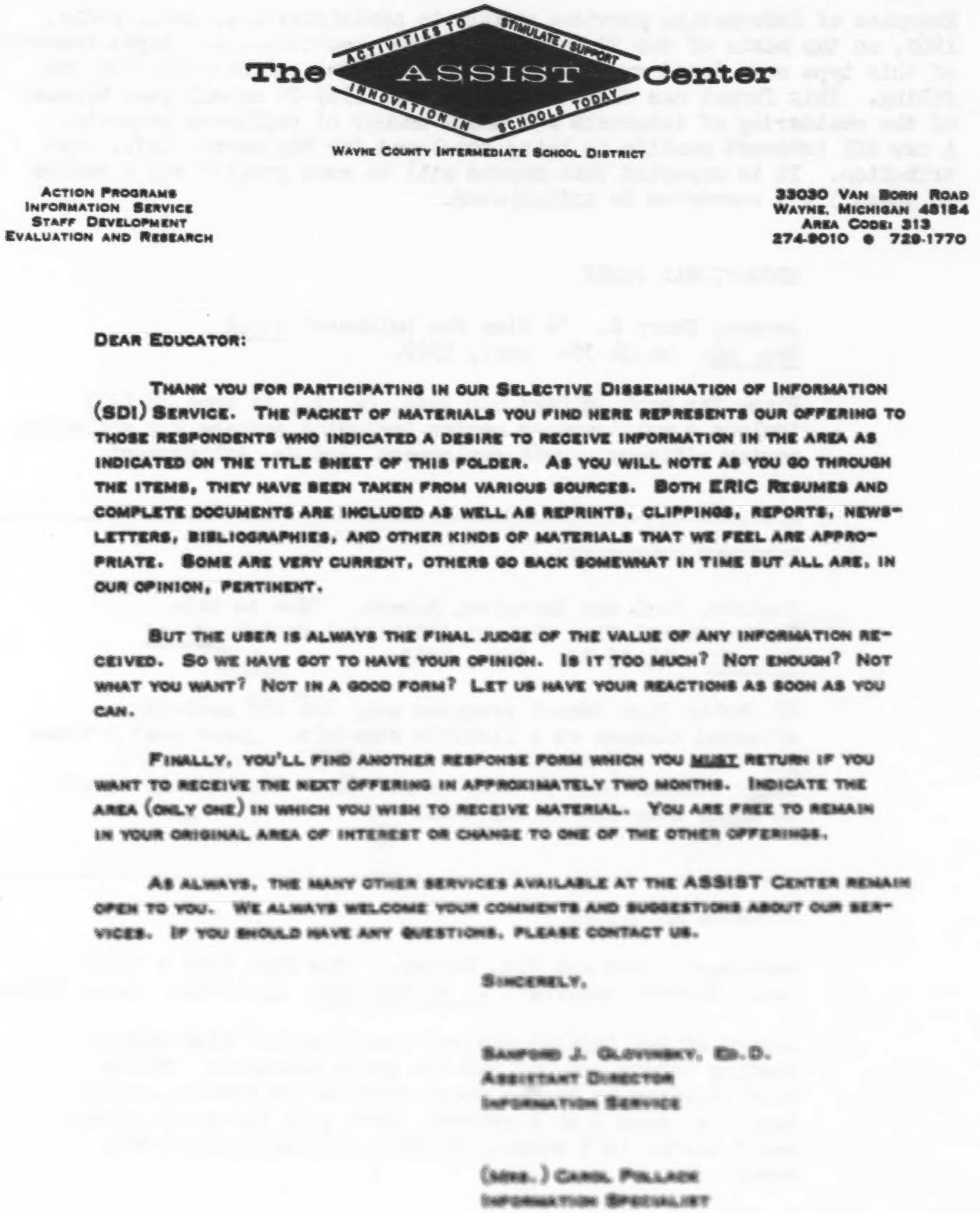
STUDENTS AS TUTORS

Hassinger, Jack and Via, Murray. "How Much Does a Tutor Learn Through Reading". J. of Sec. Ed. 44:42-44. Jan., 1969.

Report of Los Angeles project involving 100 high school reading tutors and 100 4th-6th grade students. Tutors were required to be 2-3 years retarded in reading and/or have 2 or more D or F grades. Mean gain for tutor groups was 8 months in 6 weeks. Project will be doubled this summer.

Figure 12-4. Sample of the PIC's SDI product.

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.



The ASSIST Center
Activities to Stimulate / Support Innovation in Schools Today
Wayne County Intermediate School District

Action Programs
Information Service
Staff Development
Evaluation and Research

33030 Van Born Road
Wayne, Michigan 48184
Area Code: 313
274-9010 • 729-1770

Dear Educator:

Thank you for participating in our Selective Dissemination of Information (SDI) Service. The packet of materials you find here represents our offering to those respondents who indicated a desire to receive information in the area as indicated on the title sheet of this folder. As you will note as you go through the items, they have been taken from various sources. Both ERIC Resumes and complete documents are included as well as reprints, clippings, reports, newsletters, bibliographies, and other kinds of materials that we feel are appropriate. Some are very current, others go back somewhat in time but all are, in our opinion, pertinent.

But the user is always the final judge of the value of any information received. So we have got to have your opinion. Is it too much? Not enough? Not what you want? Not in a good form? Let us have your reactions as soon as you can.

Finally, you'll find another response form which you must return if you want to receive the next offering in approximately two months. Indicate the area (only one) in which you wish to receive material. You are free to remain in your original area of interest or change to one of the other offerings.

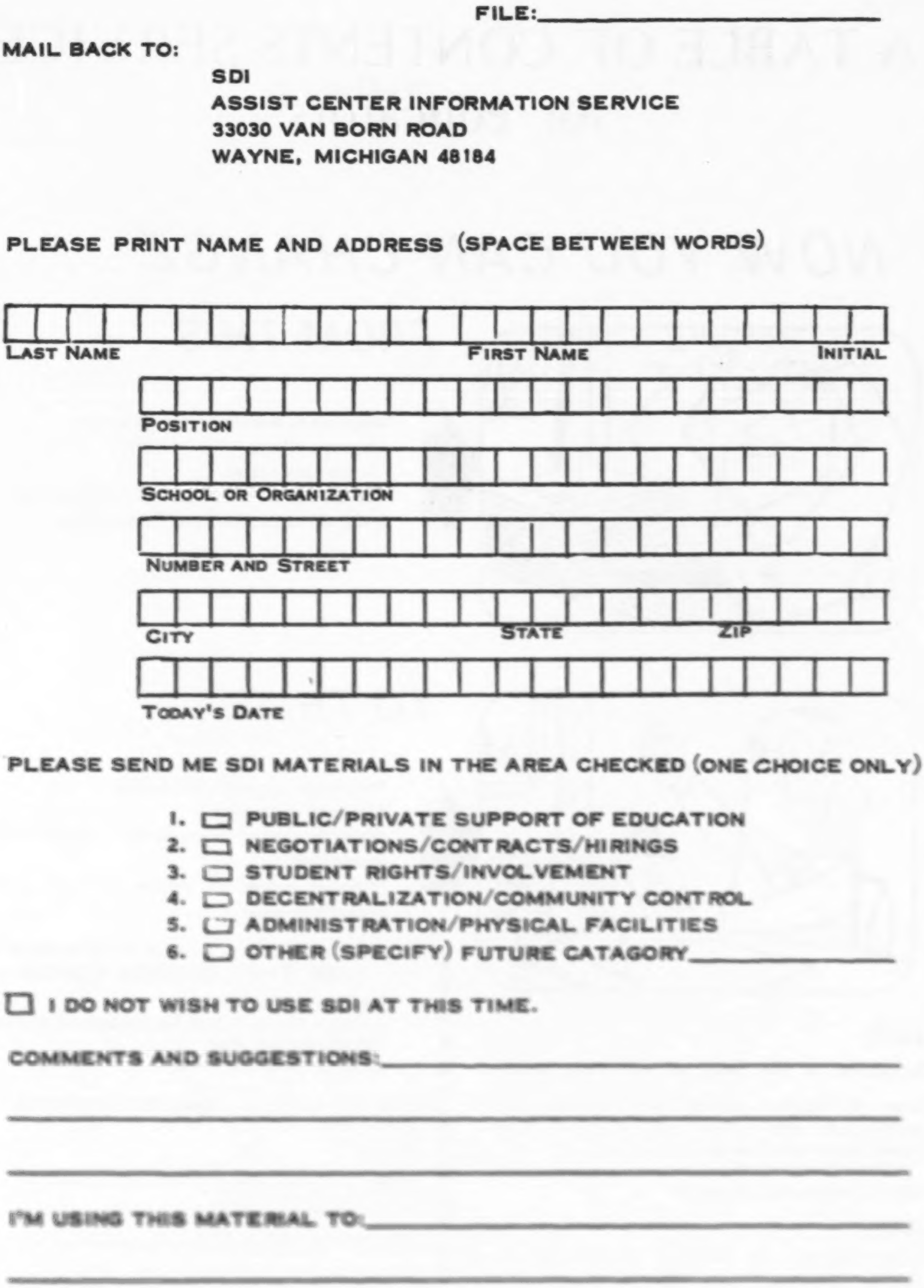
As always, the many other services available at the ASSIST Center remain open to you. We always welcome your comments and suggestions about our services. If you should have any questions, please contact us.

Sincerely,

Sanford J. Glovinsky, Ed.D.
Assistant Director
Information Service

(Mrs.) Carol Pollack
Information Specialist

Figure 13-a. An explanatory cover letter for ASSIST's SDI packages.



FILE:______________________

MAIL BACK TO:

SDI
ASSIST CENTER INFORMATION SERVICE
33030 VAN BORN ROAD
WAYNE, MICHIGAN 48184

PLEASE PRINT NAME AND ADDRESS (SPACE BETWEEN WORDS)

LAST NAME FIRST NAME INITIAL

POSITION

SCHOOL OR ORGANIZATION

NUMBER AND STREET

CITY STATE ZIP

TODAY'S DATE

PLEASE SEND ME SDI MATERIALS IN THE AREA CHECKED (ONE CHOICE ONLY)

1. ☐ PUBLIC/PRIVATE SUPPORT OF EDUCATION
2. ☐ NEGOTIATIONS/CONTRACTS/HIRINGS
3. ☐ STUDENT RIGHTS/INVOLVEMENT
4. ☐ DECENTRALIZATION/COMMUNITY CONTROL
5. ☐ ADMINISTRATION/PHYSICAL FACILITIES
6. ☐ OTHER (SPECIFY) FUTURE CATAGORY____________

☐ I DO NOT WISH TO USE SDI AT THIS TIME.

COMMENTS AND SUGGESTIONS:______________________

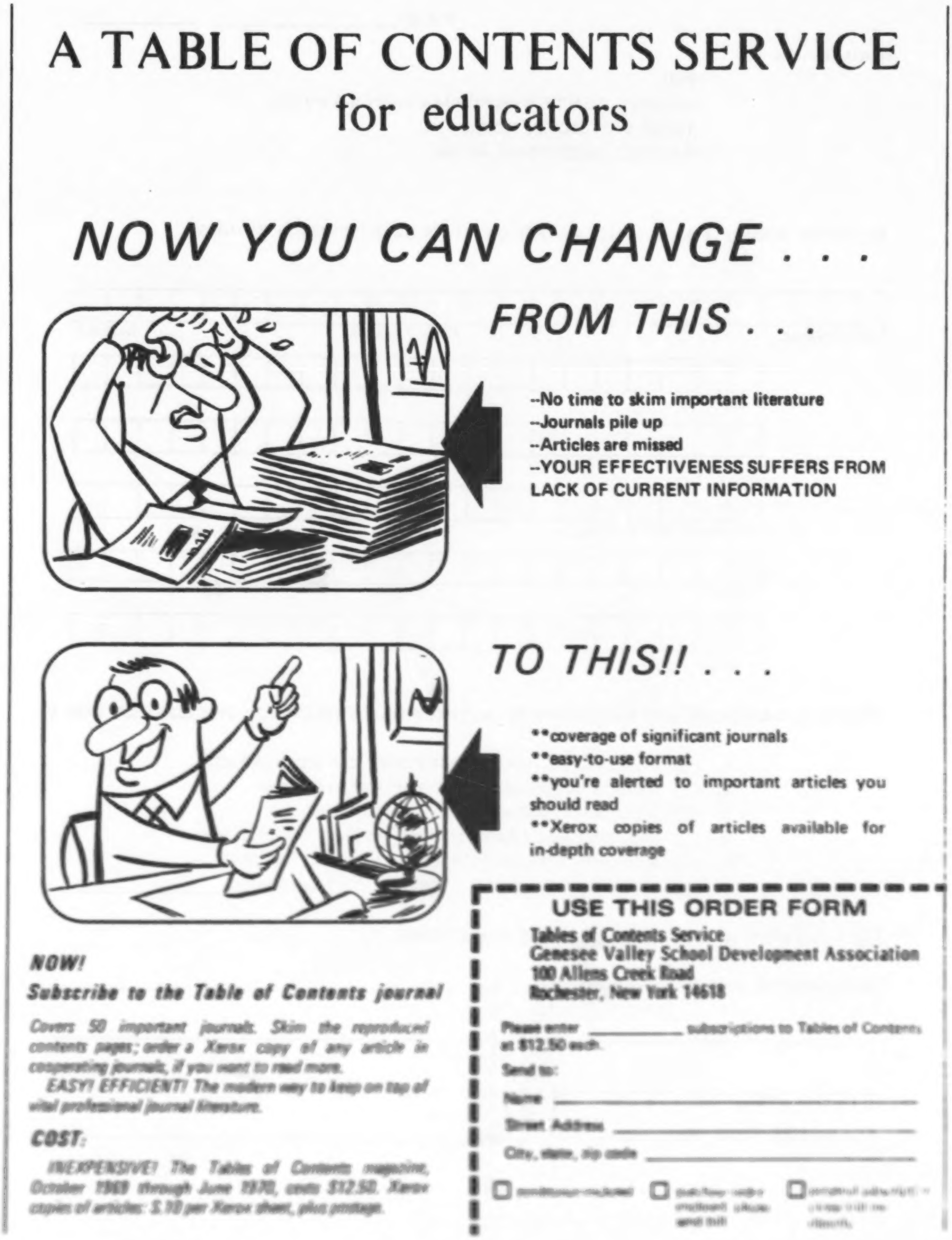
____

____

I'M USING THIS MATERIAL TO:______________________

____

Figure 13-b, ASSIST's request form for the SDI service.



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for educators

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--Articles are missed
--YOUR EFFECTIVENESS SUFFERS FROM LACK OF CURRENT INFORMATION

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Genesee Valley School Development Association
100 Allens Creek Road
Rochester, New York 14618

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Send to:

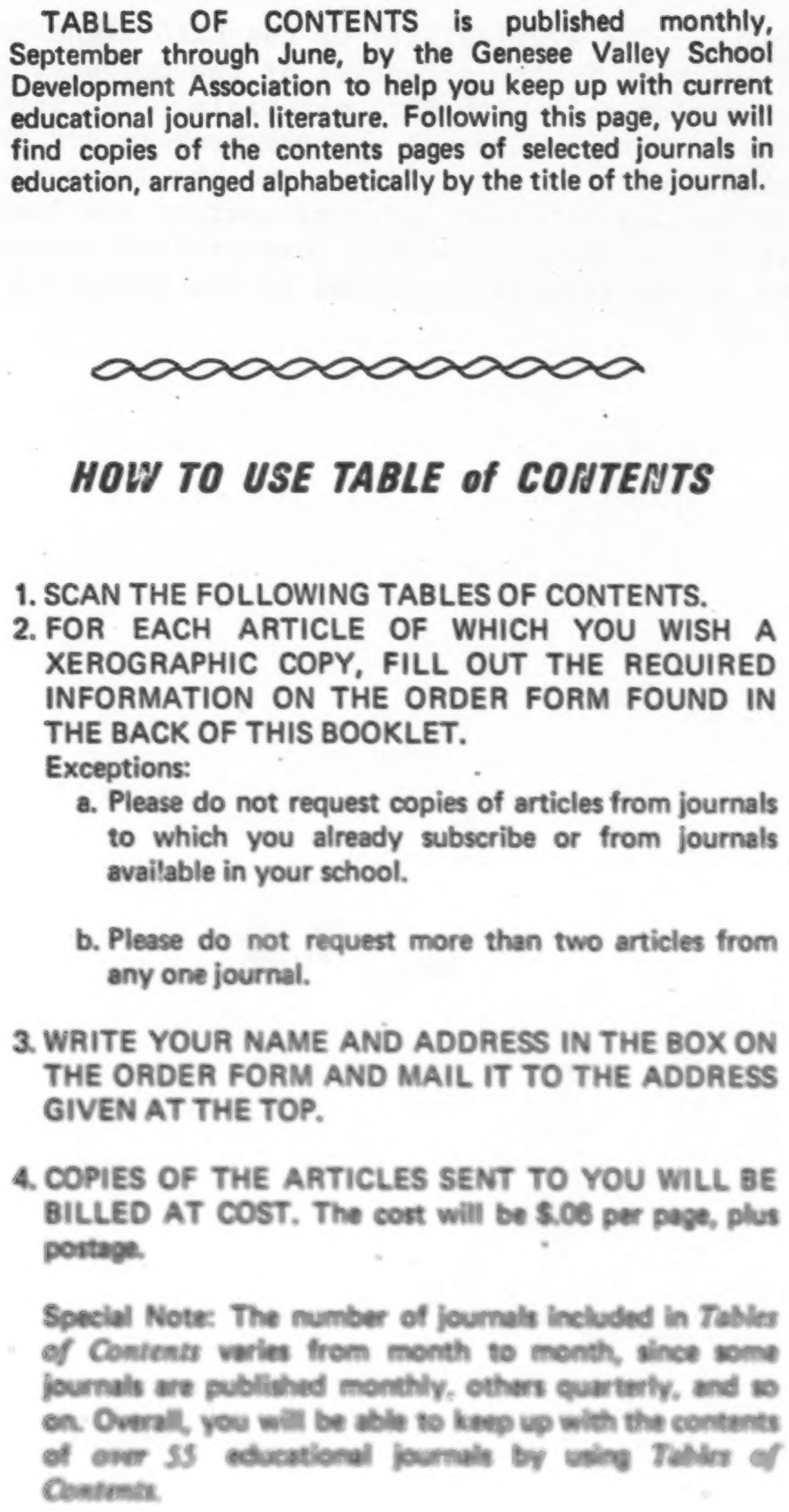
Name ______________________________

Street Address ______________________________

City, state, zip code ______________________________

☐ remittance enclosed ☐ [illegible] send bill ☐ [illegible]

Figure 14-a. Genessee Valley's flyer on a tables-of-contents service.



TABLES OF CONTENTS is published monthly, September through June, by the Genesee Valley School Development Association to help you keep up with current educational journal. literature. Following this page, you will find copies of the contents pages of selected journals in education, arranged alphabetically by the title of the journal.

HOW TO USE TABLE of CONTENTS

1. SCAN THE FOLLOWING TABLES OF CONTENTS.
2. FOR EACH ARTICLE OF WHICH YOU WISH A XEROGRAPHIC COPY, FILL OUT THE REQUIRED INFORMATION ON THE ORDER FORM FOUND IN THE BACK OF THIS BOOKLET.
   Exceptions:
   a. Please do not request copies of articles from journals to which you already subscribe or from journals available in your school.

   b. Please do not request more than two articles from any one journal.

3. WRITE YOUR NAME AND ADDRESS IN THE BOX ON THE ORDER FORM AND MAIL IT TO THE ADDRESS GIVEN AT THE TOP.

4. COPIES OF THE ARTICLES SENT TO YOU WILL BE BILLED AT COST. The cost will be $.06 per page, plus postage.

Special Note: The number of journals included in *Tables of Contents* varies from month to month, since some journals are published monthly, others quarterly, and so on. Overall, you will be able to keep up with the contents of *over 55* educational journals by using *Tables of Contents*.

Figure 14-b. An instruction sheet for the users.

Computer Usage. The availability of the ERIC magnetic tapes has stimulated interest in the potential of the computer in bibliographic retrieval, particularly with ERIC materials. The Special Education Instructional Materials Centers network members and ERIC Clearinghouses have experience with several systems and the State Education Agencies are also evidencing interest and some action; one local center was represented at the Seminars with a computerized retrieval system. The systems in use vary as described in the following figures.

MISSOURI EDUCATORS' USE OF RESEARCH COORDINATING UNIT

1. Phone call or written request for information on a specific topic is directed to Research Unit.

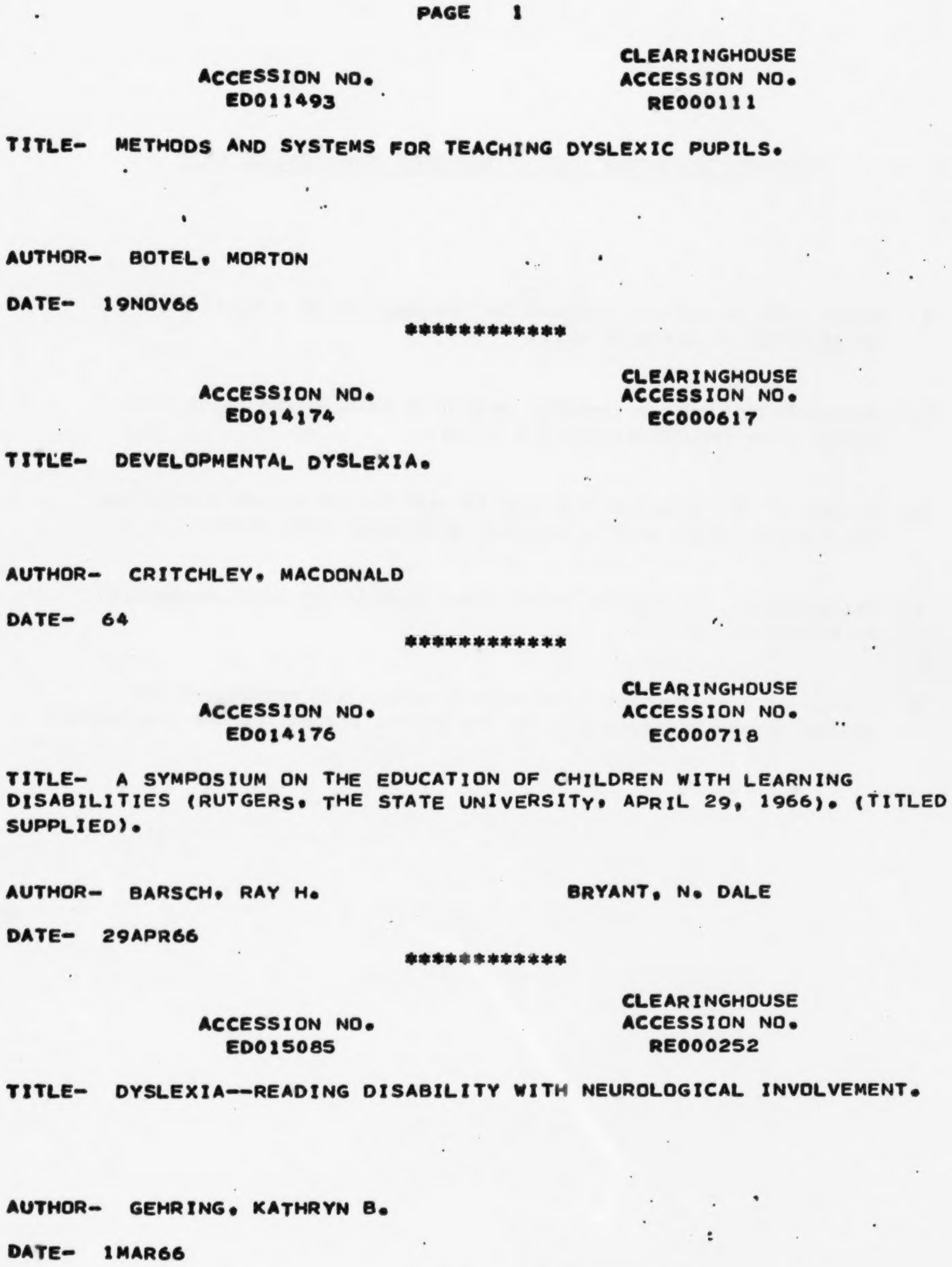
2. Research Unit runs a computer search of ERIC Documents on file, using up to twenty descriptive terms.

3. A copy of the computer printout is sent to the person initiating the request along with a computer generated order sheet.

4. The educator returns the order sheet indicating which documents he wishes to receive.

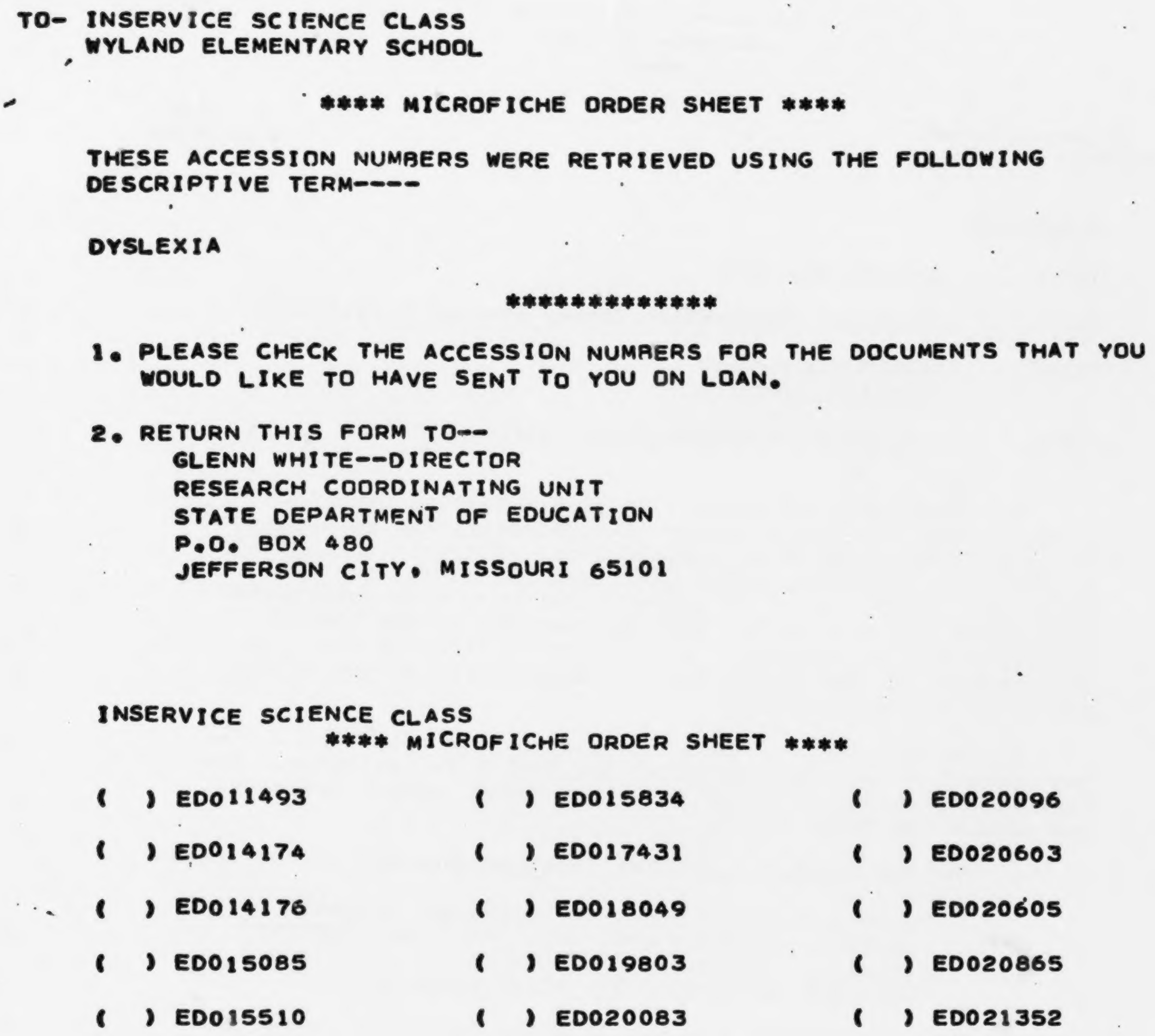
5. Copies of the microfiche for each document are reproduced and mailed by the research unit to the person requesting the information.

Figure 15-a. A description of the Missouri RCU's computer search service.



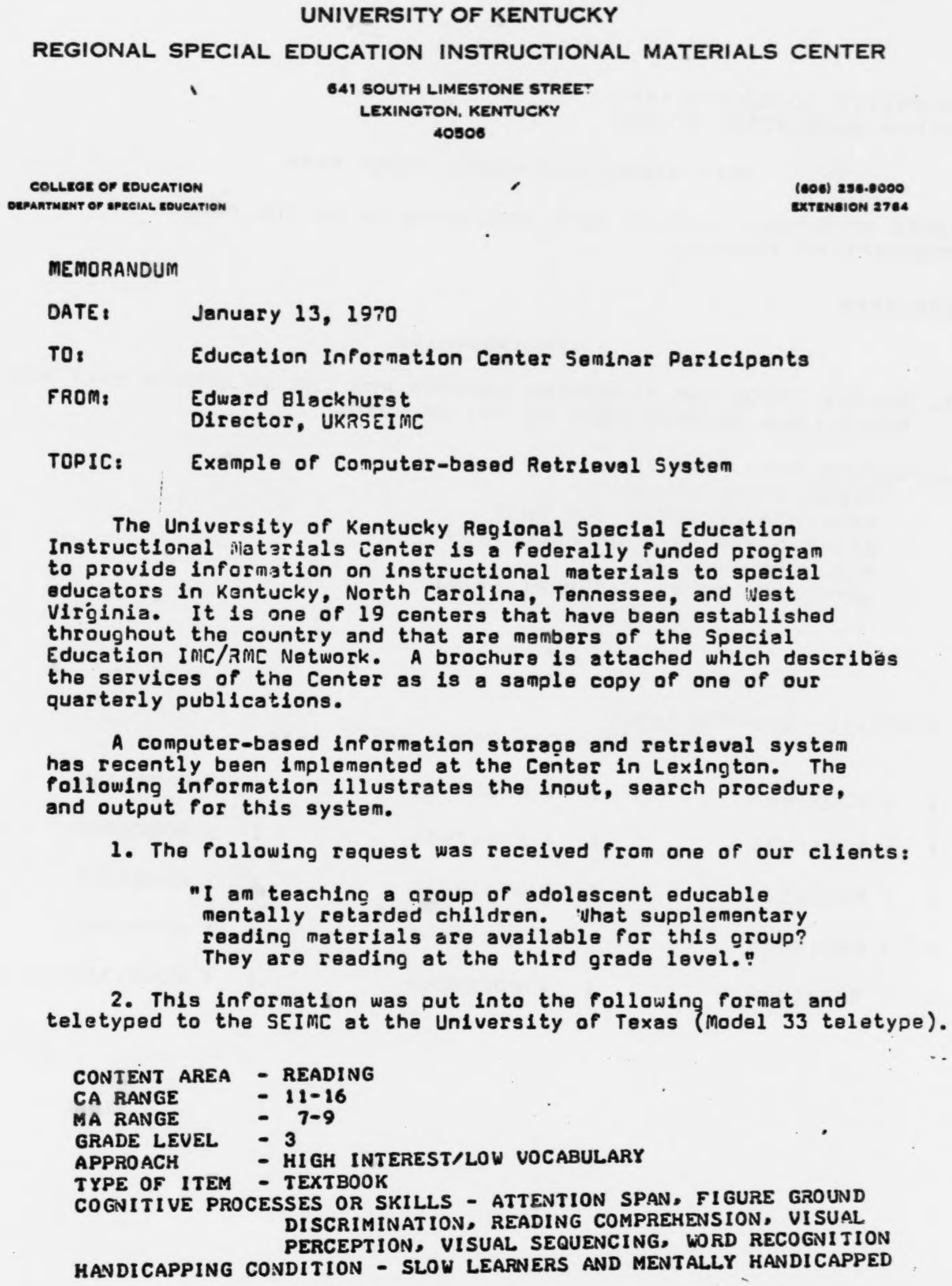
```
                                 PAGE   1

                                                  CLEARINGHOUSE
                  ACCESSION NO.                   ACCESSION NO.
                    ED011493                        RE000111

TITLE-  METHODS AND SYSTEMS FOR TEACHING DYSLEXIC PUPILS.



AUTHOR-  BOTEL, MORTON

DATE-  19NOV66
                                 ************

                                                  CLEARINGHOUSE
                  ACCESSION NO.                   ACCESSION NO.
                    ED014174                        EC000617

TITLE-  DEVELOPMENTAL DYSLEXIA.



AUTHOR-  CRITCHLEY, MACDONALD

DATE-  64
                                 ************

                                                  CLEARINGHOUSE
                  ACCESSION NO.                   ACCESSION NO.
                    ED014176                        EC000718

TITLE-  A SYMPOSIUM ON THE EDUCATION OF CHILDREN WITH LEARNING
DISABILITIES (RUTGERS, THE STATE UNIVERSITY, APRIL 29, 1966). (TITLED
SUPPLIED).

AUTHOR-  BARSCH, RAY H.                      BRYANT, N. DALE

DATE-  29APR66
                                 ************

                                                  CLEARINGHOUSE
                  ACCESSION NO.                   ACCESSION NO.
                    ED015085                        RE000252

TITLE-  DYSLEXIA--READING DISABILITY WITH NEUROLOGICAL INVOLVEMENT.



AUTHOR-  GEHRING, KATHRYN B.

DATE-  1MAR66
```

Figure 15-b. Samples of the RCU's output format.



```
TO- INSERVICE SCIENCE CLASS
    WYLAND ELEMENTARY SCHOOL

                  **** MICROFICHE ORDER SHEET ****

    THESE ACCESSION NUMBERS WERE RETRIEVED USING THE FOLLOWING
    DESCRIPTIVE TERM----

    DYSLEXIA

                           **************

    1. PLEASE CHECK THE ACCESSION NUMBERS FOR THE DOCUMENTS THAT YOU
       WOULD LIKE TO HAVE SENT TO YOU ON LOAN.

    2. RETURN THIS FORM TO--
          GLENN WHITE--DIRECTOR
          RESEARCH COORDINATING UNIT
          STATE DEPARTMENT OF EDUCATION
          P.O. BOX 480
          JEFFERSON CITY, MISSOURI 65101


    INSERVICE SCIENCE CLASS
                  **** MICROFICHE ORDER SHEET ****

    (   ) ED011493        (   ) ED015834        (   ) ED020096

    (   ) ED014174        (   ) ED017431        (   ) ED020603

    (   ) ED014176        (   ) ED018049        (   ) ED020605

    (   ) ED015085        (   ) ED019803        (   ) ED020865

    (   ) ED015510        (   ) ED020083        (   ) ED021352
```

Figure 15-c. The RCU's feedback form.



UNIVERSITY OF KENTUCKY
REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

641 SOUTH LIMESTONE STREET
LEXINGTON, KENTUCKY
40506

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION

(606) 258-9000
EXTENSION 2764

MEMORANDUM

DATE: January 13, 1970

TO: Education Information Center Seminar Paricipants

FROM: Edward Blackhurst
Director, UKRSEIMC

TOPIC: Example of Computer-based Retrieval System

The University of Kentucky Regional Special Education Instructional Materials Center is a federally funded program to provide information on instructional materials to special educators in Kentucky, North Carolina, Tennessee, and West Virginia. It is one of 19 centers that have been established throughout the country and that are members of the Special Education IMC/RMC Network. A brochure is attached which describes the services of the Center as is a sample copy of one of our quarterly publications.

A computer-based information storage and retrieval system has recently been implemented at the Center in Lexington. The following information illustrates the input, search procedure, and output for this system.

1. The following request was received from one of our clients:

> "I am teaching a group of adolescent educable mentally retarded children. What supplementary reading materials are available for this group? They are reading at the third grade level."

2. This information was put into the following format and teletyped to the SEIMC at the University of Texas (Model 33 teletype).

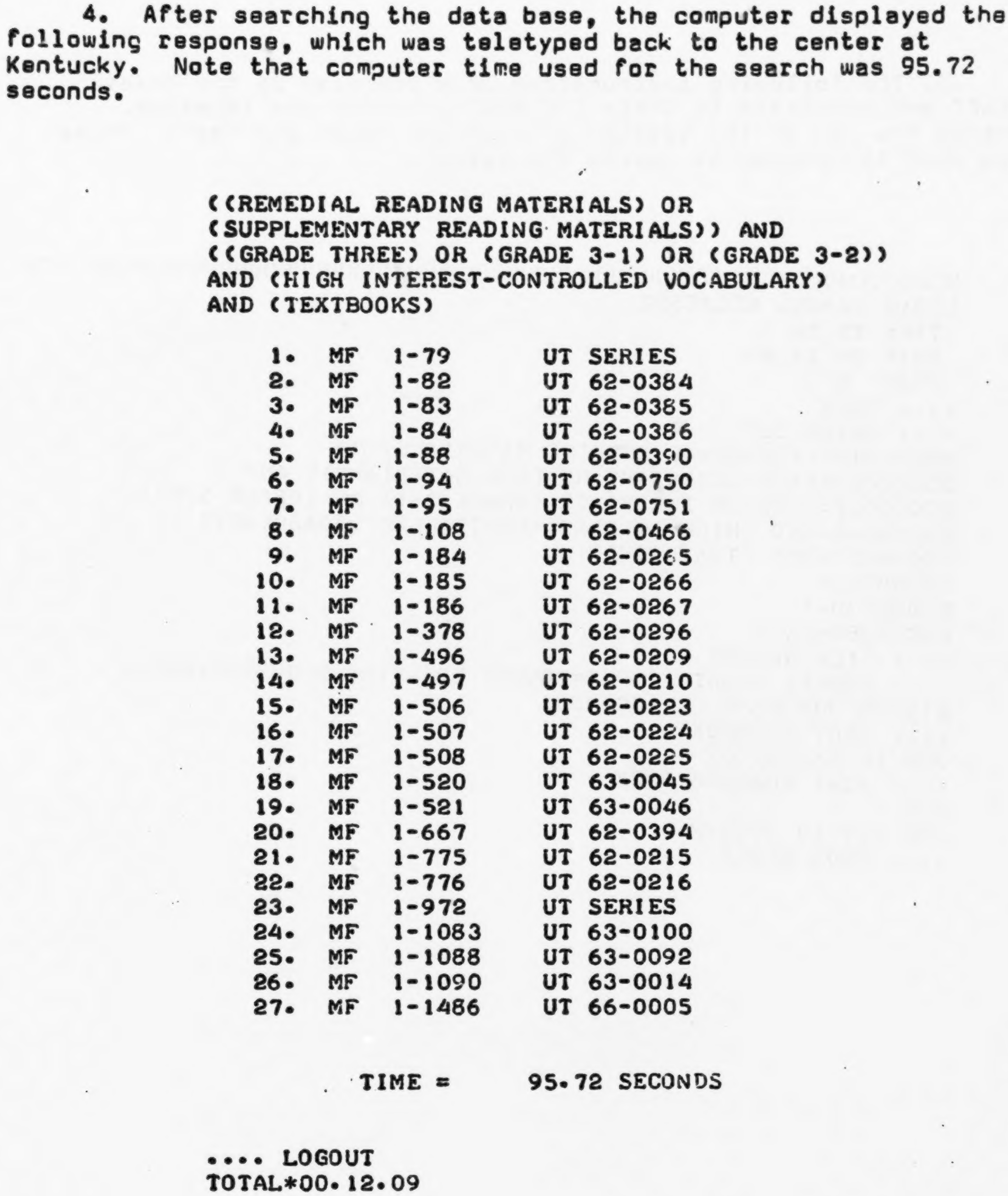
```
CONTENT AREA  - READING
CA RANGE      - 11-16
MA RANGE      -  7-9
GRADE LEVEL   - 3
APPROACH      - HIGH INTEREST/LOW VOCABULARY
TYPE OF ITEM  - TEXTBOOK
COGNITIVE PROCESSES OR SKILLS - ATTENTION SPAN, FIGURE GROUND
                DISCRIMINATION, READING COMPREHENSION, VISUAL
                PERCEPTION, VISUAL SEQUENCING, WORD RECOGNITION
HANDICAPPING CONDITION - SLOW LEARNERS AND MENTALLY HANDICAPPED
```

Figure 16-a. A description of the University of Kentucky SEIMC computer-based retrieval system.

3. The following instructions were prepared by the Texas staff and submitted to their CDC 6600 computer via teletype. Notice the use of the logical connectives "and" and "or". These are used to broaden or narrow the search.

```
UUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUPOND .70
LOGIN 044JVL ES036592
 TIME 15 54
 DATE 20 11 69
 PORT  8
.... CLEA
.... ENTER CCF
00000010=((REMEDIAL READING MATERIALS) OR
00000020=(SUPPLEMENTARY READING MATERIALS)) AND
00000030=((GRADE THREE) OR (GRADE 3-1) OR (GRADE 3-2))
00000040=AND (HIGH INTEREST-CONTROLLED VOCABULARY)
00000050=AND (TEXTBOOKS)
00000060=
00000070=$
00000080=EXIT
.... FILE REQUST
.... SUBMIT IMDATA INPUT=REQUST LGO=FIR6 B OUTPUT=REPLY
SYSTEM JOB NAME     X044SUX
.... STAT X044SUX
JOB IN EXECUTION
.... STAT X044JOB BACK
SUX
JOB NOT IN SYSTEM
.... SHOW REPLY
```

Figure 16-b. Their search strategy.



4. After searching the data base, the computer displayed the following response, which was teletyped back to the center at Kentucky. Note that computer time used for the search was 95.72 seconds.

```
((REMEDIAL READING MATERIALS) OR
(SUPPLEMENTARY READING MATERIALS)) AND
((GRADE THREE) OR (GRADE 3-1) OR (GRADE 3-2))
AND (HIGH INTEREST-CONTROLLED VOCABULARY)
AND (TEXTBOOKS)

     1.  MF  1-79     UT SERIES
     2.  MF  1-82     UT 62-0384
     3.  MF  1-83     UT 62-0385
     4.  MF  1-84     UT 62-0386
     5.  MF  1-88     UT 62-0390
     6.  MF  1-94     UT 62-0750
     7.  MF  1-95     UT 62-0751
     8.  MF  1-108    UT 62-0466
     9.  MF  1-184    UT 62-0265
    10.  MF  1-185    UT 62-0266
    11.  MF  1-186    UT 62-0267
    12.  MF  1-378    UT 62-0296
    13.  MF  1-496    UT 62-0209
    14.  MF  1-497    UT 62-0210
    15.  MF  1-506    UT 62-0223
    16.  MF  1-507    UT 62-0224
    17.  MF  1-508    UT 62-0225
    18.  MF  1-520    UT 63-0045
    19.  MF  1-521    UT 63-0046
    20.  MF  1-667    UT 62-0394
    21.  MF  1-775    UT 62-0215
    22.  MF  1-776    UT 62-0216
    23.  MF  1-972    UT SERIES
    24.  MF  1-1083   UT 63-0100
    25.  MF  1-1088   UT 63-0092
    26.  MF  1-1090   UT 63-0014
    27.  MF  1-1486   UT 66-0005

            TIME =      95.72 SECONDS


.... LOGOUT
TOTAL*00.12.09
```

Figure 16-c. Their response to the request.

5. In the above response, 27 items were located that were appropriate to the request. Note that two bits of information were obtained for each item. The first (e.g. MF 1-79) is the number of a two-page microfilmed abstract of the material. A copy of each abstract could be retrieved using our Recordak Lodestar Reader-Printer. (A sample copy of an abstract retrieved on this search is attached.) The second bit of information is the call number of the item in the center library. This is used to directly retrieve hard copy.

Figure 16-d. Retrieval of the abstract or item.

A COOPERATIVE COMMUNITY EDUCATIONAL RESOURCES CENTER

The Boulder Valley School District prepared and presented a proposal to the U.S. Office of Education under the Elementary and Secondary Education Act (ESEA) Title III. The purpose of The Community Resources Project is to establish a communications link between teachers, administrators and the community and the latest developments in the field of education. The Resources Center is designed as a innovative expansion of the traditional library research and reference services.

One service the Project provides is a current awareness program allowing users to receive a monthly computer printout of recently abstracted information. These abstracts contain a summary of new book and non-book materials and will help cover the range of needs that will be requested by users.

Another service relates to the research and reference assistance which provides abstracts, annotated lists and summaries of book, non-book, audio visual materials and human resources as requested by users.

Users are encouraged to write or call the center to request information about a subject. Telephone calls permit the abstractors to make the most accurate profiles from users requests. The requests are submitted to the computer for interrogation and the results returned to requesters. An evaluation form accompanies all abstracts and is the only response from users requested by the project. By completing the evaluation form a user may request the actual book and non-book materials from which the original abstracts were prepared for his request.

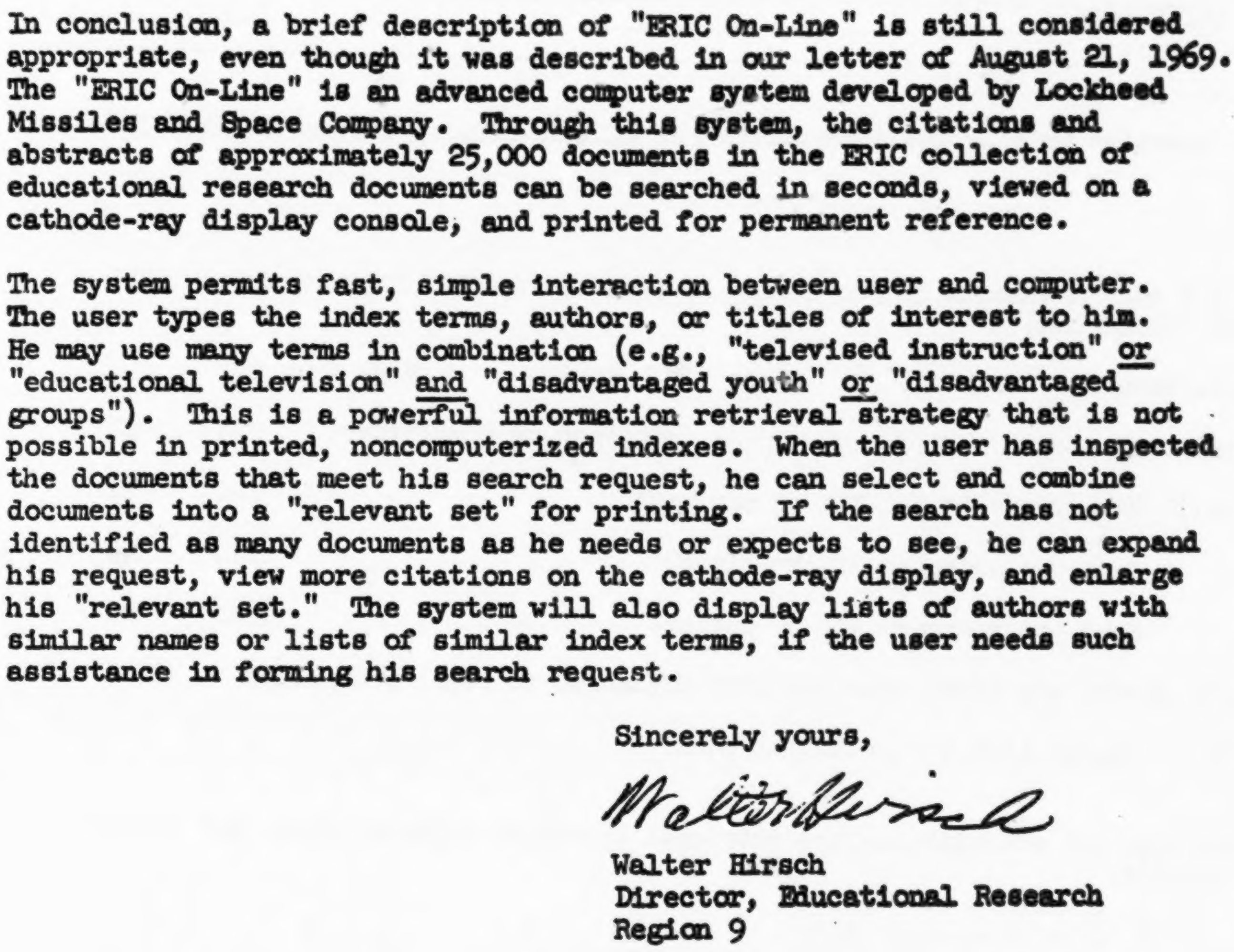
The Project currently uses a CDC 3800 Computer which belongs to the Environmental Science Services Administration (ESSA) with time being leased by the project for the processing of educational data. The computer searches a series of master tapes for specific information on the user's requested topic. The computer then produces a print-out of abstracted items on this subject. A manual search by Reference Librarians supplements this service to provide the most comprehensive coverage possible for information requested by users.

The current materials being abstracted and stored for computer retrieval include information and abstracts produced by the U.S. Office of Education Educational Resource Information Center (ERIC), Colorado University, District Instructional Materials Center, general Community Resources and abstracts written by project personnel.

The methods used in searching for materials are conducted through both manual and automated or computer processes. Also the actual copy or original source of information may be obtained at the users request. The center has a complete file of ERIC Microfiche and Microfiche Readers which may also be checked out from the center. All educational materials purchased by the center will be available to users inside and outside the Boulder Valley School District but borrowing from other sources of information will be arranged for local school personnel only.

The Project's services are being expanded to include the Colorado State Department of Education Consultants, local school librarians, professors in some teacher training institutions as well as other Colorado school district administrators.

Figure 17. An overview provided in the Educational Resources Center brochure.



In conclusion, a brief description of "ERIC On-Line" is still considered appropriate, even though it was described in our letter of August 21, 1969. The "ERIC On-Line" is an advanced computer system developed by Lockheed Missiles and Space Company. Through this system, the citations and abstracts of approximately 25,000 documents in the ERIC collection of educational research documents can be searched in seconds, viewed on a cathode-ray display console, and printed for permanent reference.

The system permits fast, simple interaction between user and computer. The user types the index terms, authors, or titles of interest to him. He may use many terms in combination (e.g., "televised instruction" or "educational television" and "disadvantaged youth" or "disadvantaged groups"). This is a powerful information retrieval strategy that is not possible in printed, noncomputerized indexes. When the user has inspected the documents that meet his search request, he can select and combine documents into a "relevant set" for printing. If the search has not identified as many documents as he needs or expects to see, he can expand his request, view more citations on the cathode-ray display, and enlarge his "relevant set." The system will also display lists of authors with similar names or lists of similar index terms, if the user needs such assistance in forming his search request.

Sincerely yours,

Walter Hirsch

Walter Hirsch
Director, Educational Research
Region 9

Figure 18-a. A description of ERIC "On-Line" experiment in the OE Regional Office, San Francisco.

ERIC PRE-DIALOG QUESTIONNAIRE - Region 9, USOE

Name: ______________________________
Address: ______________________________
Telephone: ______________________________
Agency or Institution: ______________________________
Your title or job: ______________________________
Date: ______________

1. **Please describe briefly the information you will be looking for in the ERIC files:**

2. **About how many documents do you expect to find in the ERIC file on this topic?** (PLEASE CIRCLE ONE)

   Less than 10 10-25 26-50 51-100 More than 100

3. **Have you ever used the ERIC publication, RESEARCH IN EDUCATION? YES NO**

4. **(If Yes:) Have you searched RIE by subject? YES NO**

   Have you searched RIE by title? YES NO

   Have you searched RIE by author? YES NO

5. **Have you chosen any terms from the ERIC THESAURUS to begin your search? YES NO**

   (If YES:) Please list the principal ones:

6. **How familiar are you with on-line retrieval systems? (PLEASE CHECK EACH ANSWER THAT APPLIES)**
   - ☐ I've heard about them
   - ☐ I've read about them
   - ☐ I've studied them in some detail
   - ☐ I've designed or cooperated in the design of an on-line system
   - ☐ None of the above

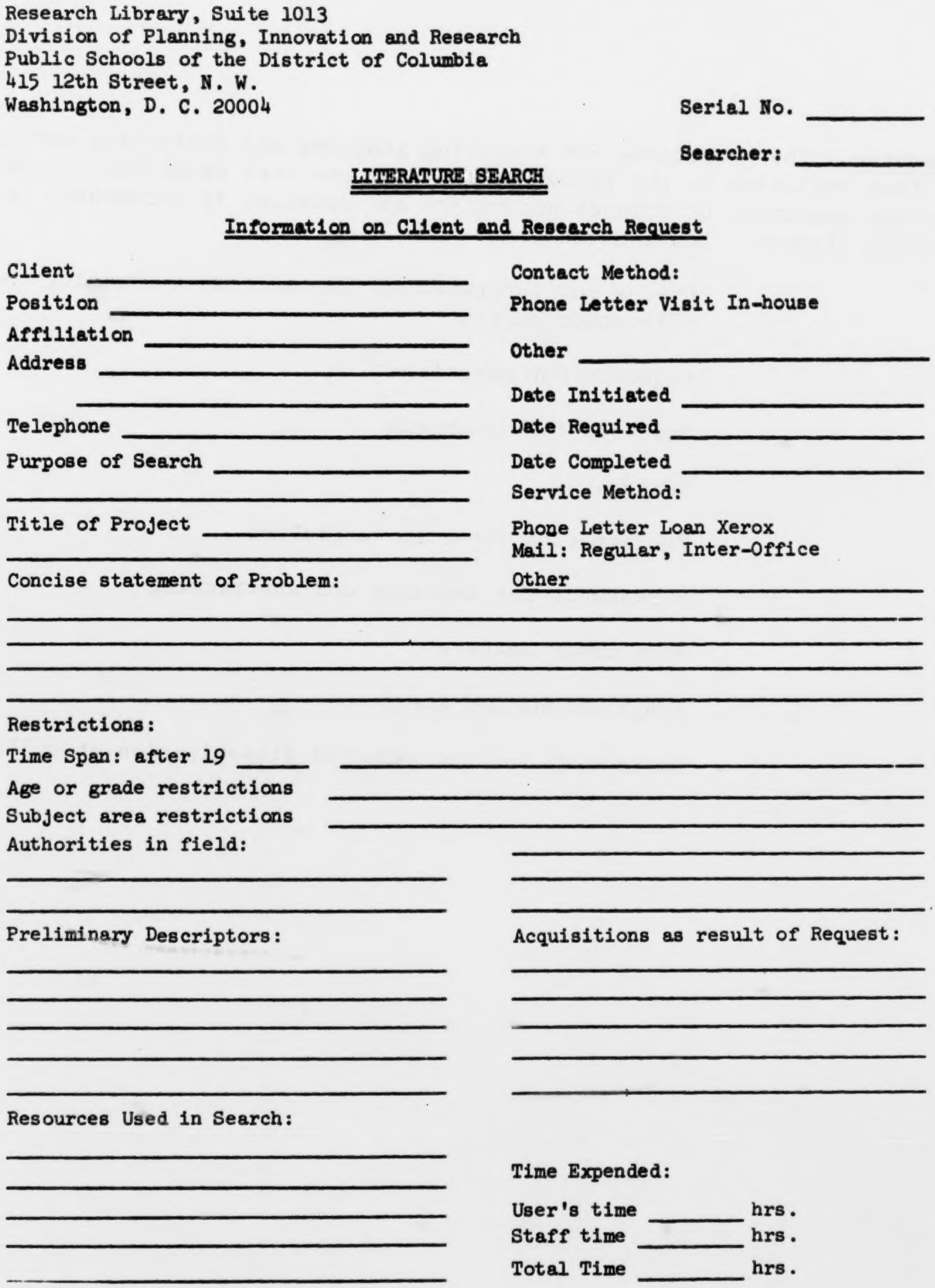
7. **How much experience with DIALOG have you had? (PLEASE CHECK EACH ANSWER THAT APPLIES)**
   - ☐ I have previously used DIALOG myself, sitting at the console
   - ☐ I have watched another person use DIALOG
   - ☐ I have had no previous experience with DIALOG

8. **How much experience have you had with on-line retrieval systems other than DIALOG? (PLEASE CHECK THE ANSWER THAT BEST APPLIES)**
   - ☐ I have used several systems, each on more than one occasion
   - ☐ I have used several systems, each on one occasion
   - ☐ I have used one system on more than one occasion
   - ☐ I have used one system on one occasion
   - ☐ I have watched others using system(s)
   - ☐ I have had no previous experience with on-line systems

Figure 18-b. An aid for interacting with the user.

Procedures. The procedures for executing programs and delivering services are often reflected in the forms used. The paper work essential to the efficient operation of several activities and services is documented in the following figures. Represented are:

- Guides for interviewing the user and conducting the literature search
- Requests for materials
- Requests for documents
- Surveys
- Registration forms for workshops
- Worksheets for indexing and abstracting
- Form cover letters
- Applications for users
- Stationery for the selected dissemination of bulletins



Research Library, Suite 1013
Division of Planning, Innovation and Research
Public Schools of the District of Columbia
415 12th Street, N. W.
Washington, D. C. 20004

Serial No. __________

Searcher: __________

LITERATURE SEARCH

Information on Client and Research Request

Client ______________________________
Position ______________________________
Affiliation ______________________________
Address ______________________________
____
Telephone ______________________________
Purpose of Search ______________________________
____
Title of Project ______________________________
____

Contact Method:
Phone Letter Visit In-house
Other ______________________________
Date Initiated ______________________________
Date Required ______________________________
Date Completed ______________________________
Service Method:
Phone Letter Loan Xerox
Mail: Regular, Inter-Office
Other ______________________________

Concise statement of Problem:
____
____
____
____

Restrictions:
Time Span: after 19 _____ ______________________________
Age or grade restrictions ______________________________
Subject area restrictions ______________________________
Authorities in field:
____
____
____
____
____

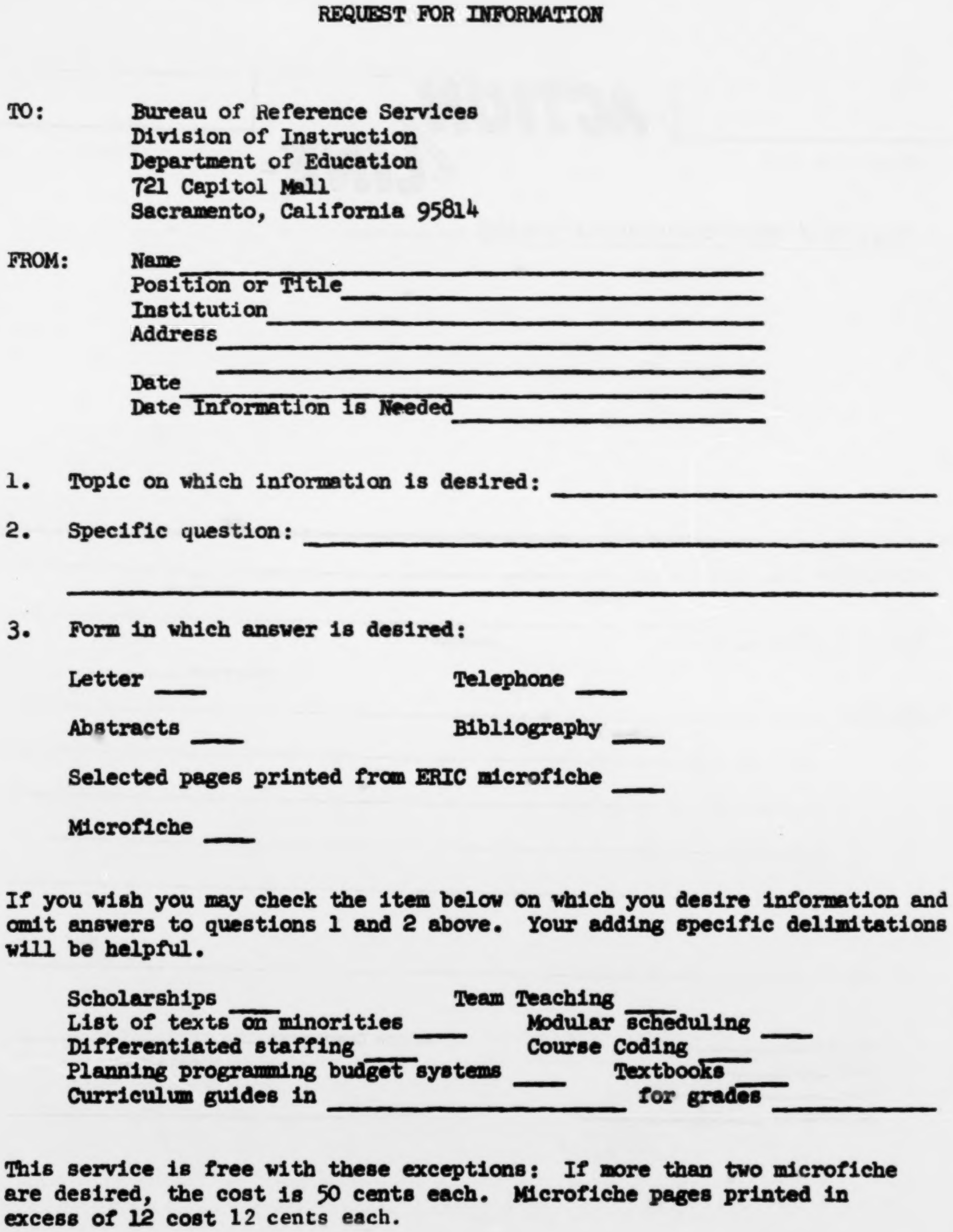
Preliminary Descriptors:
____
____
____
____
____

Acquisitions as result of Request:
____
____
____
____
____

Resources Used in Search:
____
____
____
____
____

Time Expended:
User's time ________ hrs.
Staff time ________ hrs.
Total Time ________ hrs.

Figure 19-a. A guide from the D.C. Public Schools.



REQUEST FOR INFORMATION

TO: Bureau of Reference Services
Division of Instruction
Department of Education
721 Capitol Mall
Sacramento, California 95814

FROM: Name ______________________________
Position or Title ______________________________
Institution ______________________________
Address ______________________________
____
Date ______________________________
Date Information is Needed ______________________________

1. Topic on which information is desired: ______________________________

2. Specific question: ______________________________
____

3. Form in which answer is desired:

Letter ___ Telephone ___

Abstracts ___ Bibliography ___

Selected pages printed from ERIC microfiche ___

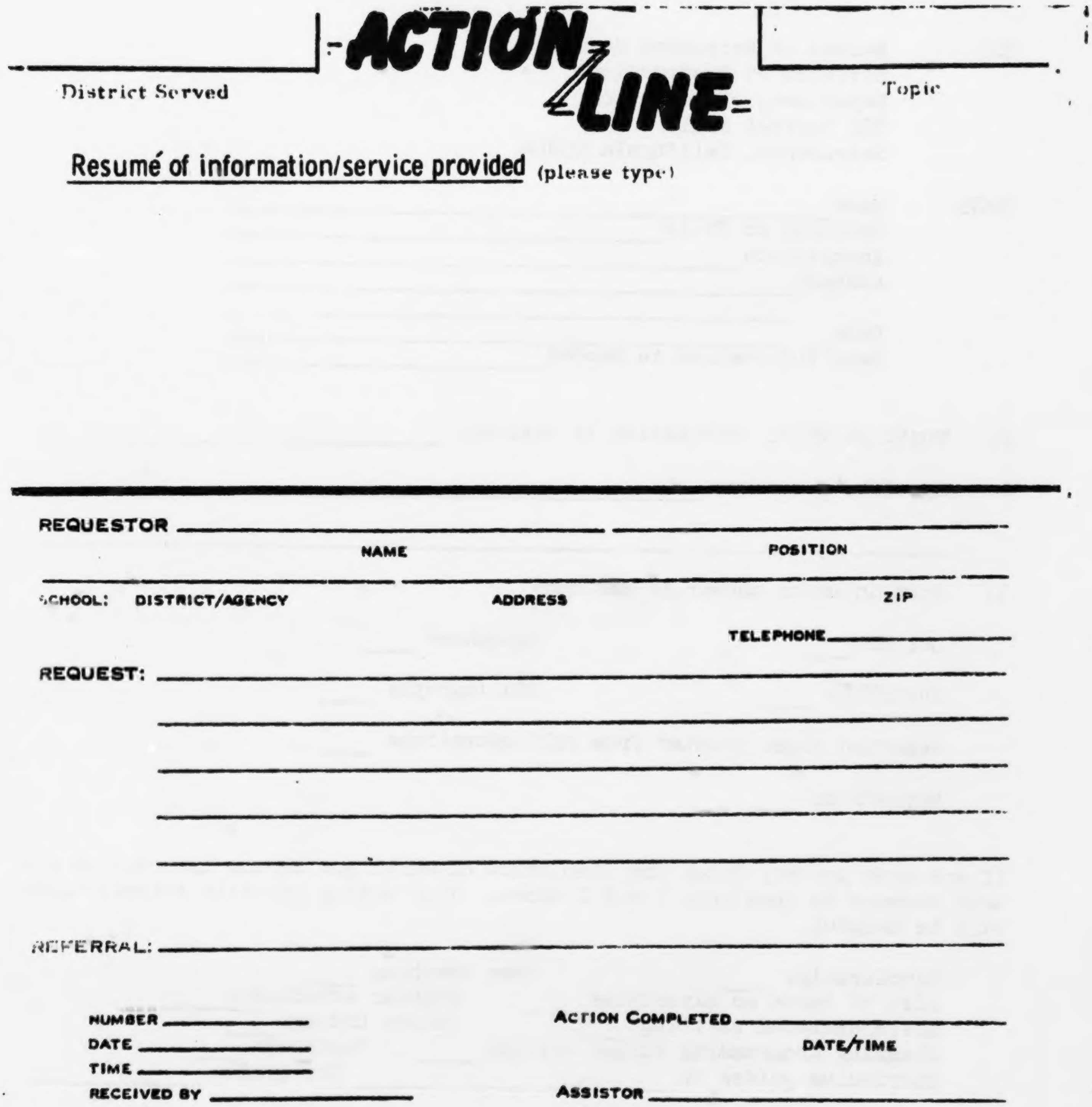
Microfiche ___

If you wish you may check the item below on which you desire information and omit answers to questions 1 and 2 above. Your adding specific delimitations will be helpful.

Scholarships ___ Team Teaching ___
List of texts on minorities ___ Modular scheduling ___
Differentiated staffing ___ Course Coding ___
Planning programming budget systems ___ Textbooks ___
Curriculum guides in ______________ for grades ________

This service is free with these exceptions: If more than two microfiche are desired, the cost is 50 cents each. Microfiche pages printed in excess of 12 cost 12 cents each.

Figure 19-b. From the California State Department, Bureau of Reference Services.



District Served ____

ACTION LINE

Topic ____

Resumé of information/service provided (please type)

REQUESTOR ____ ____
NAME POSITION

SCHOOL: DISTRICT/AGENCY ____ ADDRESS ____ ZIP ____

TELEPHONE ____

REQUEST: ____

REFERRAL: ____

NUMBER ____
DATE ____
TIME ____
RECEIVED BY ____

ACTION COMPLETED ____
DATE/TIME

ASSISTOR ____

Figure 19-c. From the ASSIST Center.

INFORMATION REQUEST - TELEPHONE

NAME ______________________________ **DATE** ______________

POSITION ____

SCHOOL ____

ADDRESS ____

SUBJECT: ____

____

DETAILS: ____

____

____

____

ANSWER: ____

____

____

____

____

____

____

____

____

____

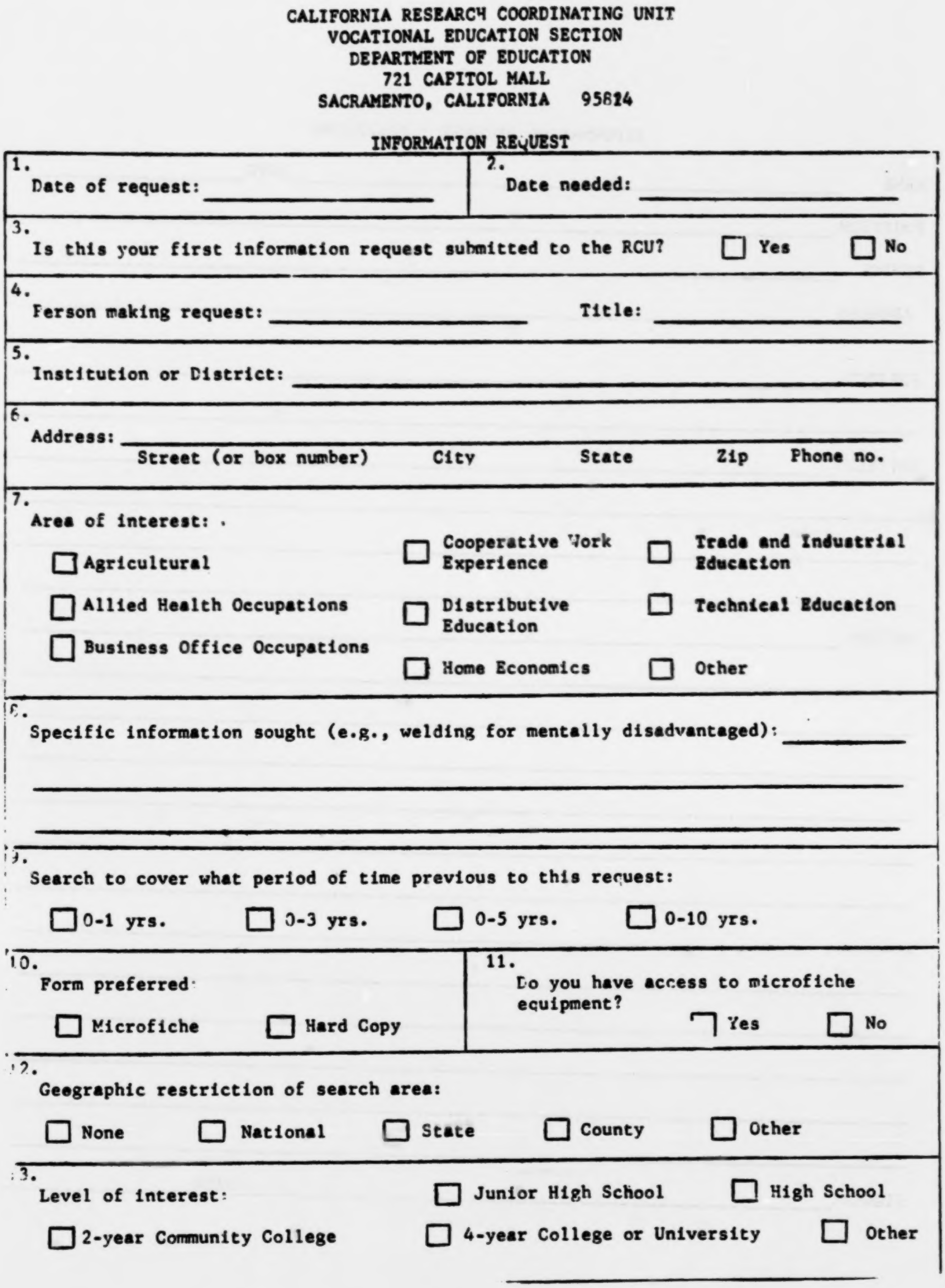
____

____

____

SIGNED: ______________________________ **DATE** ______________

Figure 19-d. From Westchester Regional Education Center.



CALIFORNIA RESEARCH COORDINATING UNIT
VOCATIONAL EDUCATION SECTION
DEPARTMENT OF EDUCATION
721 CAPITOL MALL
SACRAMENTO, CALIFORNIA 95814

INFORMATION REQUEST

1. Date of request: ____________

2. Date needed: ____________

3. Is this your first information request submitted to the RCU? ☐ Yes ☐ No

4. Person making request: ____________ Title: ____________

5. Institution or District: ____________

6. Address: ____________
Street (or box number) City State Zip Phone no.

7. Area of interest:

☐ Agricultural
☐ Allied Health Occupations
☐ Business Office Occupations
☐ Cooperative Work Experience
☐ Distributive Education
☐ Home Economics
☐ Trade and Industrial Education
☐ Technical Education
☐ Other

8. Specific information sought (e.g., welding for mentally disadvantaged): ____________

____

____

9. Search to cover what period of time previous to this request:

☐ 0-1 yrs. ☐ 0-3 yrs. ☐ 0-5 yrs. ☐ 0-10 yrs.

10. Form preferred:

☐ Microfiche ☐ Hard Copy

11. Do you have access to microfiche equipment? ☐ Yes ☐ No

12. Geographic restriction of search area:

☐ None ☐ National ☐ State ☐ County ☐ Other

13. Level of interest: ☐ Junior High School ☐ High School

☐ 2-year Community College ☐ 4-year College or University ☐ Other ____________

Figure 19-e-1. From the California RCU.

INFORMATION REQUEST

14.
Number of citations expected: ☐ 1 ☐ 1-9 ☐ 10-25 ☐ 26-50

15.
Type of publication desired:

☐ Annotated Bibliography ☐ Summary ☐ Study

☐ Bibliography ☐ Abstract ☐ Other ____________

☐ All of the above

16.
In addition to the above general search I have requested, the following are the titles of specific documents that I want that pertain to the area of request. (Give title, author, catalog, accession identification, etc.):

17.
Purpose of the information requested:

☐ Grant application ☐ Curriculum development ☐ Job-connected research

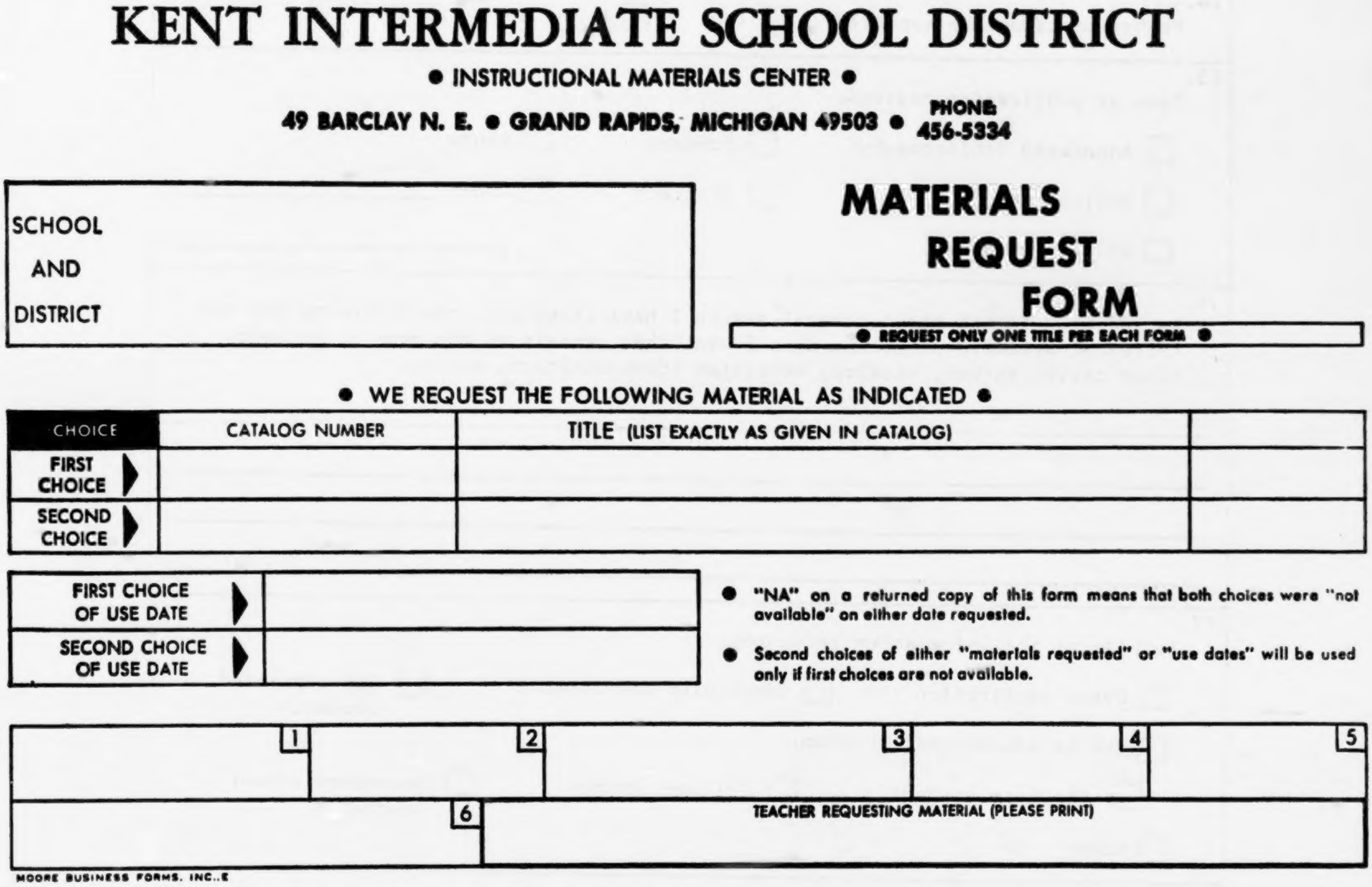
☐ Use in educational program:

- ☐ Graduate student ☐ College student ☐ Secondary school student

☐ Other

18.
Known relevant publications (Please supply full bibliographic citations below for any relevant articles you have found which may be of use to us in further searched):

Figure 19-e-2. California RCU (continued).



KENT INTERMEDIATE SCHOOL DISTRICT

● INSTRUCTIONAL MATERIALS CENTER ●

49 BARCLAY N. E. ● GRAND RAPIDS, MICHIGAN 49503 ● PHONE: 456-5334

SCHOOL AND DISTRICT

MATERIALS REQUEST FORM

● REQUEST ONLY ONE TITLE PER EACH FORM ●

● WE REQUEST THE FOLLOWING MATERIAL AS INDICATED ●

CHOICE	CATALOG NUMBER	TITLE (LIST EXACTLY AS GIVEN IN CATALOG)	
FIRST CHOICE ▶			
SECOND CHOICE ▶			

FIRST CHOICE OF USE DATE ▶	
SECOND CHOICE OF USE DATE ▶	

- "NA" on a returned copy of this form means that both choices were "not available" on either date requested.
- Second choices of either "materials requested" or "use dates" will be used only if first choices are not available.

1	2	3	4	5

6	TEACHER REQUESTING MATERIAL (PLEASE PRINT)

MOORE BUSINESS FORMS, INC.

Figure 20-a. Materials request form from the Kent Intermediate School District.

MIDDLE SCHOOL

-MADISON'S SCHOOL FOREST contains two filmstrips:
"PART I -CLUES TO THE PAST"
"PART II-SIGNS OF THE FUTURE"

Successional changes in vegetation from pre-settlement prairie to present oak forest to climax maple-basswood forest are described and explained. Useful in a general study of succession, or specifically in connection with a field trip to the Madison School Forest.

-SELECTIONS BY BOHROD OF HIS PAINTINGS

Aaron Bohrod, University of Wisconsin Artist in Residence, answers students' questions about his paintings. Selections of paintings to illustrate his lifework was made by Mr. Bohrod from an exhibit at the Madison Art Center.

-CAREERS IN AUTOMOTIVE SERVICE

-CAREERS IN FOOD SERVICE

-OFFICE OPPORTUNITIES IN MADISON

Three vocational counseling sets for use in the instructional materials center or by the guidance counselor to aid students in making a career choice.

-GEOLOGY OF WISCONSIN contains two filmstrips:
"PART I: PRECAMBRIAN"
"PART II: PALEOZOIC"

Time chart, maps, colored prints, rock specimens, and field trip guide for southwestern Wisconsin illustrate how a student can look at the present environment to learn about its geological past.

Order cards such as the one shown below are available from your school office or librarian.

RETURN TO:

Mary Lou Peterson, Coordinator
Local Materials, ESEA - Title III
545 W. Dayton St.
Madison, Wisconsin 53703

ESEA TITLE III
LOCAL MATERIALS
PROJECT OF IMC
MADISON
PUBLIC SCHOOLS

NAME OF INSTRUCTIONAL SET:

____

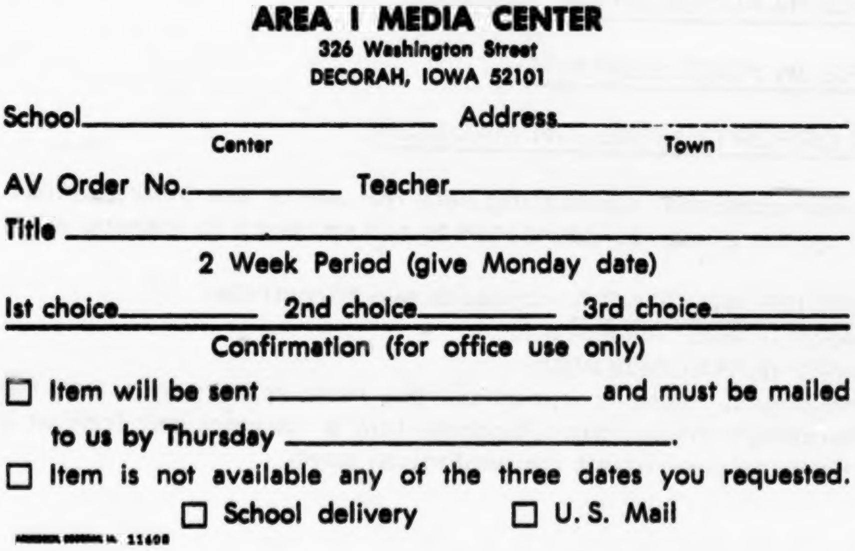
Check one: Slides_____ Filmstrip_____

Indicate week: 1st choice______________

2nd choice______________

Teacher________________School__________

Figure 20-b. From the Madison Public Schools.



AREA I MEDIA CENTER
326 Washington Street
DECORAH, IOWA 52101

School____________________ Address________________
Center Town

AV Order No.________ Teacher____________________

Title ______________________________________

2 Week Period (give Monday date)

Ist choice________ 2nd choice________ 3rd choice________

Confirmation (for office use only)

☐ Item will be sent ________________ and must be mailed to us by Thursday ________________.

☐ Item is not available any of the three dates you requested.

☐ School delivery ☐ U. S. Mail

[illegible] IA. 11608

Figure 20-c. From the Area 1 Media Center.

New York Educational Resource Information Center
Service for Local Educators
New York State Research Coordinating Unit
Room 468, State Education Department
Albany, New York 12224

Complete Document Request

From: ______________________
Name
____
Address
____

____

1. Is there a microfiche reader or reader-printer in your school or close enough for your use? Yes ☐ No ☐

   If "yes," list the "ED" number(s) of the desired abstract documents and we will send the microfiche for the entire document free of charge.

   ED ________

   ED ________

   ED ________

   ED ________

   ED ________

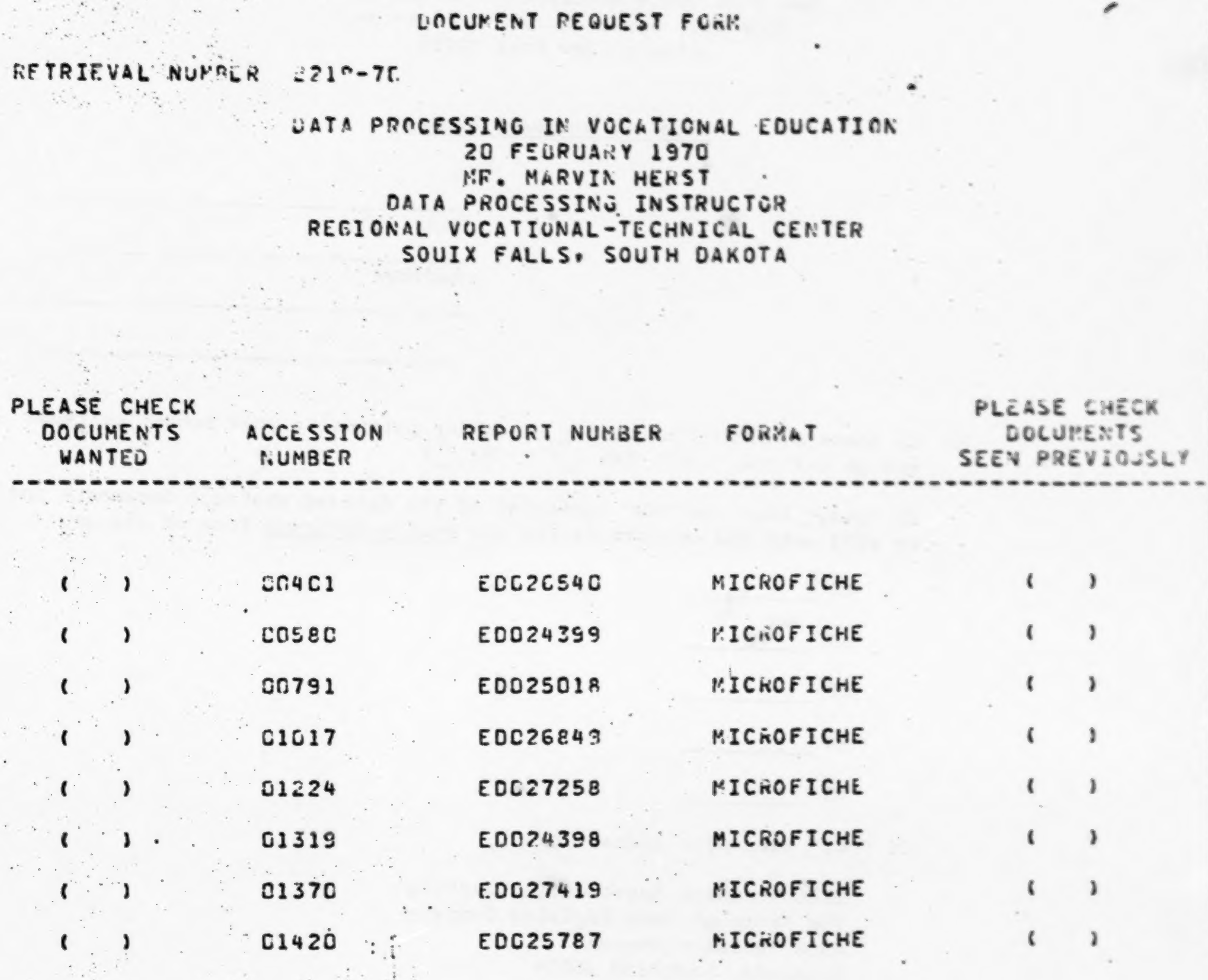
   If "no," send your request to:

   ERIC Document Reproduction Service
   The National Cash Register Company
   4936 Fairmont Avenue
   Bethesda, Maryland 20014

   Include payment as noted on the abstract copy you have.

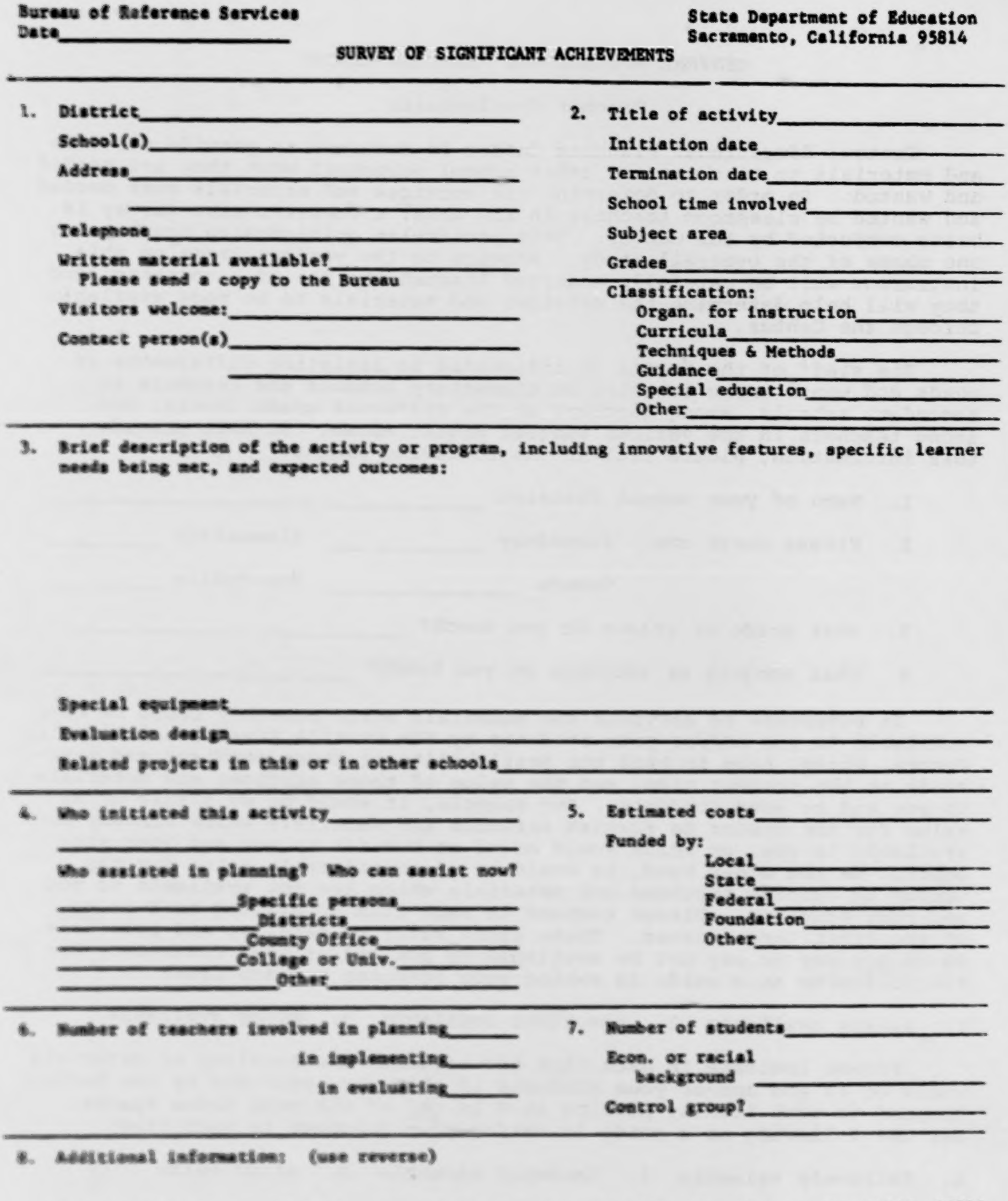
NOTE: Microfiche readers are now available for about $60. Since we reproduce microfiche free of charge, it would be a valuable tool for your library or media center. Urge your administrator to purchase one.

Figure 21-a-1. A request for documents form, from the New York RCU.



```
                         DOCUMENT REQUEST FORM

RETRIEVAL NUMBER  0219-70

              DATA PROCESSING IN VOCATIONAL EDUCATION
                         20 FEBRUARY 1970
                         MR. MARVIN HERST
                     DATA PROCESSING INSTRUCTOR
                 REGIONAL VOCATIONAL-TECHNICAL CENTER
                     SOUIX FALLS, SOUTH DAKOTA



PLEASE CHECK                                                   PLEASE CHECK
 DOCUMENTS     ACCESSION      REPORT NUMBER     FORMAT          DOCUMENTS
  WANTED        NUMBER                                       SEEN PREVIOUSLY
--------------------------------------------------------------------------------


   (    )        00401          ED026540       MICROFICHE         (    )

   (    )        00580          ED024399       MICROFICHE         (    )

   (    )        00791          ED025018       MICROFICHE         (    )

   (    )        01017          ED026849       MICROFICHE         (    )

   (    )        01224          ED027258       MICROFICHE         (    )

   (    )        01319          ED024398       MICROFICHE         (    )

   (    )        01370          ED027419       MICROFICHE         (    )

   (    )        01420          ED025787       MICROFICHE         (    )
```

Figure 21-b. From the Cooperative Community Educational Resources Center.



Bureau of Reference Services
Date____________

State Department of Education
Sacramento, California 95814

SURVEY OF SIGNIFICANT ACHIEVEMENTS

1. District____________
School(s)____________
Address____________
____
Telephone____________
Written material available?____________
Please send a copy to the Bureau
Visitors welcome:____________
Contact person(s)____________
____

2. Title of activity____________
Initiation date____________
Termination date____________
School time involved____________
Subject area____________
Grades____________
Classification:
Organ. for instruction____________
Curricula____________
Techniques & Methods____________
Guidance____________
Special education____________
Other____________

3. Brief description of the activity or program, including innovative features, specific learner needs being met, and expected outcomes:

Special equipment____________
Evaluation design____________
Related projects in this or in other schools____________

4. Who initiated this activity____________
____
Who assisted in planning? Who can assist now?
____________Specific persons____________
____________Districts____________
____________County Office____________
____________College or Univ.____________
____________Other____________

5. Estimated costs____________
Funded by:
Local____________
State____________
Federal____________
Foundation____________
Other____________

6. Number of teachers involved in planning______
in implementing______
in evaluating______

7. Number of students____________
Econ. or racial background____________
Control group?____________

8. Additional information: (use reverse)

Return to the Bureau of Reference Services, Department of Education, Sacramento, Calif. 95814

This information reported by____________Address or connection with project____________

Figure 22-a. A special survey form used by the California State Department, Bureau of Reference Services.

CENTRAL EDUCATIONAL PLANNING CENTER

Teacher Opinionnaire

Central Educational Planning Center is designed to provide services and materials to teachers and other school personnel when they are needed and wanted. In order to determine the services and materials most needed and wanted by classroom teachers in the area, a comprehensive survey is being conducted by the Center. This particular opinionnaire constitutes one phase of the over-all study. Answers to the various items on this instrument will be carefully analyzed through the use of a computer, and they will help determine the services and materials to be made available through the Center.

The staff of the Center is interested in isolating differences in needs and wants among teachers in elementary schools and teachers in secondary schools, among teachers at the different grade levels, and among teachers in the various subject matter areas. To help provide this information, please fill in the following blanks.

1. Name of your school district ______________________________
2. Please check one: Secondary ____________ Elementary _________
   Common ______________ Non-Public _________
3. What grade or grades do you teach? __________________________
4. What subject or subjects do you teach? ______________________

In reference to services and materials which possibly could be made available to you and/or your students by the Central Educational Planning Center, please keep in mind the availability of these services and materials at the present time, and the value of these services and materials to you and to your students. For example, it would be of little or no value for the Center to furnish services and materials which already are available to you, or which would be of no benefit to you and your students. On the other hand, it would be of considerable value for the Center to furnish services and materials which are not available to you and your students. Please respond to each item by placing an X in one of the first three spaces. These items refer to services and materials which now may or may not be available to you and/or your students. Use the following as a guide in making your response to each item.

1. always available 2. sometimes available 3. Never available

Please indicate in each item how valuable the services or materials would be to you and/or your students if they were provided by the Center. Respond to each item by placing an X in one of the next three spaces. Use the following as a guide in making your response to each item:

1. Extremely valuable 2. Somewhat valuable 3. of no value

If the item does not apply to your particular situation, please indicate by placing NA on the blank before the number of the item.

Figure 22-b-1. From the Central Educational Planning Center (only a part of the survey).

Teacher Opinionnaire--page 2

____ 1. Information about acts of Congress, acts of the State legislature, court decisions, and opinions of the Attorney General which have an effect on teachers and education.

1______ 2______ 3______/ 1______ 2______ 3______

____ 2. Information about professional benefits such as tenure, insurance, sick leave, reitrement, etc.

1______ 2______ 3______/ 1______ 2______ 3______

____ 3. Assistance with personal problems concerning tenure, insurance, sick leave, retirement, etc.

1______ 2______ 3______/ 1______ 2______ 3______

____ 4. Information about nation-wide and state-wide building, financial, curriculum, and other educational problems.

1______ 2______ 3______/ 1______ 2______ 3______

____ 5. Information about building, financial, curriculum, and other educational problems of your local school district.

1______ 2______ 3______/ 1______ 2______ 3______

____ 6. Information about the various federal government programs, including the National Defense Education Act and the Elementary and Secondary Education Act.

1______ 2______ 3______/ 1______ 2______ 3______

____ 7. Information about special summer work projects for teachers.

1______ 2______ 3______/ 1______ 2______ 3______

____ 8. Arrangements for special summer work projects for teachers.

1______ 2______ 3______/ 1______ 2______ 3______

____ 9. Arrangements for inexpensive group transportation to teachers' meetings, institutes, etc.

1______ 2______ 3______/ 1______ 2______ 3______

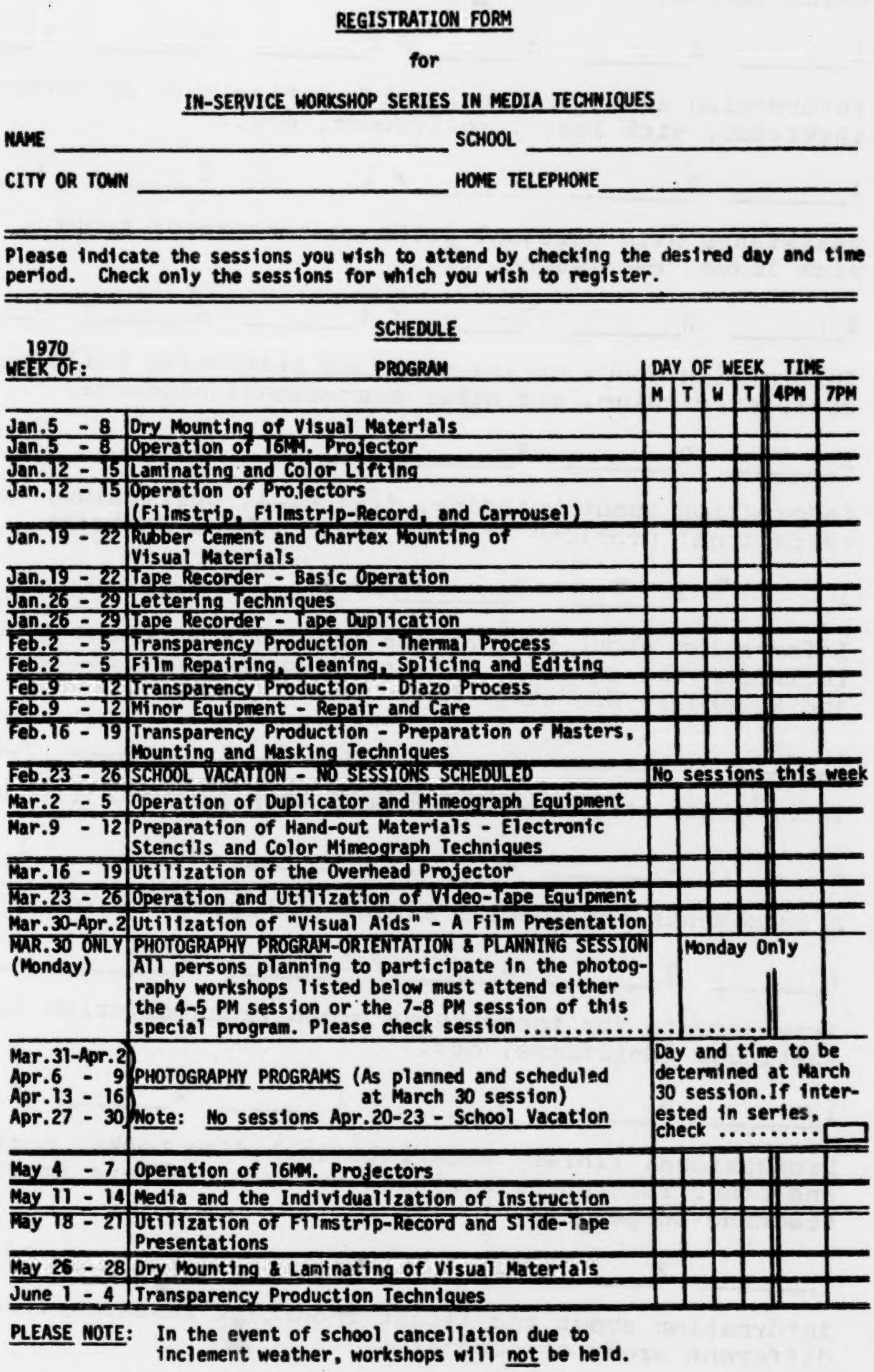
____ 10. Professional library materials including books, periodicals, and other references designed to help teachers improve their teaching competence.

1______ 2______ 3______/ 1______ 2______ 3______

____ 11. Information about the latest important research findings in different areas of education.

1______ 2______ 3______/ 1______ 2______ 3______

Figure 22-b-2. Central Educational Planning Center (continued).



REGISTRATION FORM

for

IN-SERVICE WORKSHOP SERIES IN MEDIA TECHNIQUES

NAME ______________________ SCHOOL ______________________

CITY OR TOWN ______________________ HOME TELEPHONE ______________________

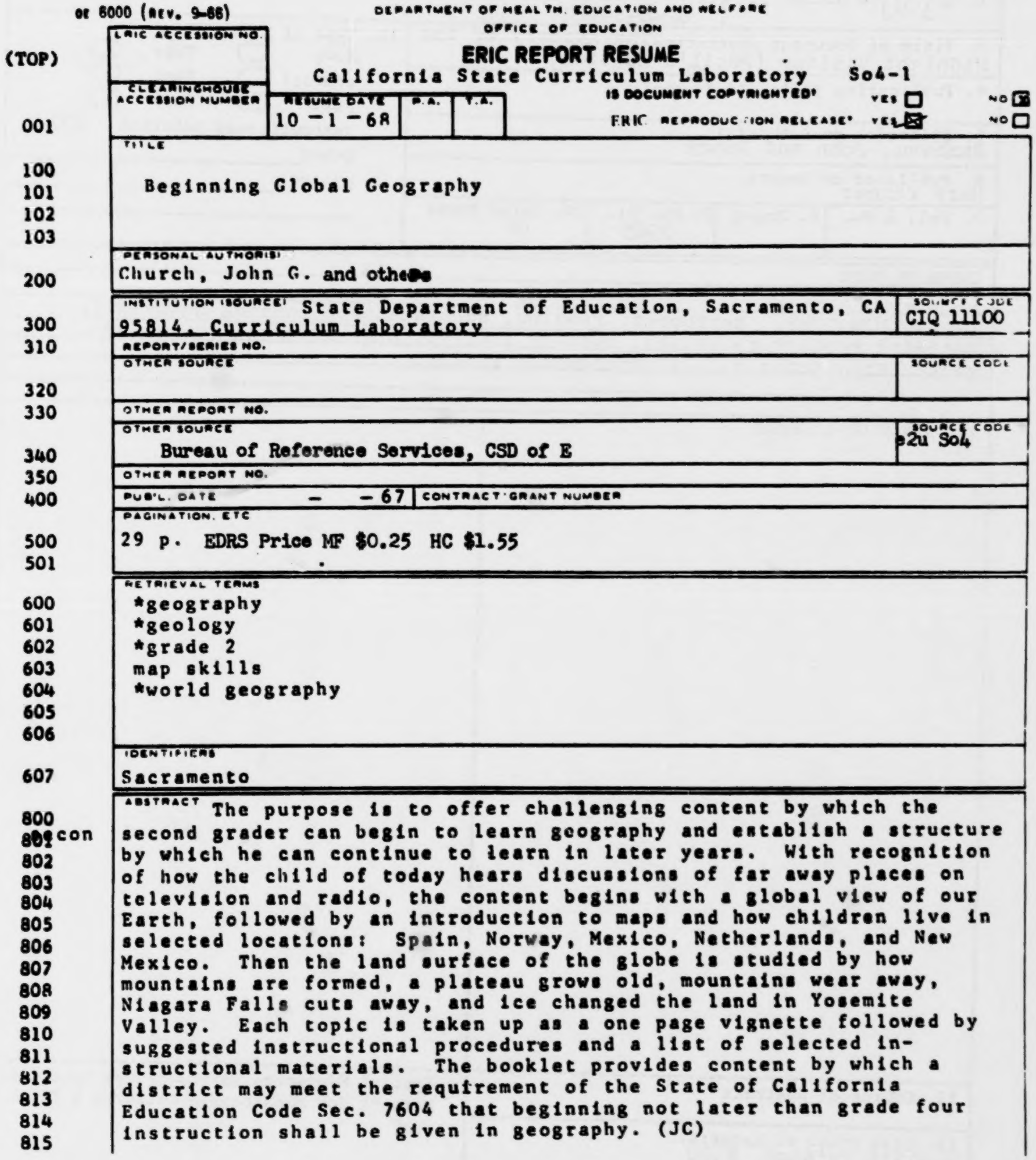
Please indicate the sessions you wish to attend by checking the desired day and time period. Check only the sessions for which you wish to register.

SCHEDULE

1970 WEEK OF:	PROGRAM	DAY OF WEEK				TIME	
		M	T	W	T	4PM	7PM
Jan.5 - 8	Dry Mounting of Visual Materials						
Jan.5 - 8	Operation of 16MM. Projector						
Jan.12 - 15	Laminating and Color Lifting						
Jan.12 - 15	Operation of Projectors (Filmstrip, Filmstrip-Record, and Carrousel)						
Jan.19 - 22	Rubber Cement and Chartex Mounting of Visual Materials						
Jan.19 - 22	Tape Recorder - Basic Operation						
Jan.26 - 29	Lettering Techniques						
Jan.26 - 29	Tape Recorder - Tape Duplication						
Feb.2 - 5	Transparency Production - Thermal Process						
Feb.2 - 5	Film Repairing, Cleaning, Splicing and Editing						
Feb.9 - 12	Transparency Production - Diazo Process						
Feb.9 - 12	Minor Equipment - Repair and Care						
Feb.16 - 19	Transparency Production - Preparation of Masters, Mounting and Masking Techniques						
Feb.23 - 26	SCHOOL VACATION - NO SESSIONS SCHEDULED	No sessions this week					
Mar.2 - 5	Operation of Duplicator and Mimeograph Equipment						
Mar.9 - 12	Preparation of Hand-out Materials - Electronic Stencils and Color Mimeograph Techniques						
Mar.16 - 19	Utilization of the Overhead Projector						
Mar.23 - 26	Operation and Utilization of Video-Tape Equipment						
Mar.30-Apr.2	Utilization of "Visual Aids" - A Film Presentation						
MAR.30 ONLY (Monday)	PHOTOGRAPHY PROGRAM-ORIENTATION & PLANNING SESSION All persons planning to participate in the photography workshops listed below must attend either the 4-5 PM session or the 7-8 PM session of this special program. Please check session	Monday Only				....	
Mar.31-Apr.2 Apr.6 - 9 Apr.13 - 16 Apr.27 - 30	PHOTOGRAPHY PROGRAMS (As planned and scheduled at March 30 session) Note: No sessions Apr.20-23 - School Vacation	Day and time to be determined at March 30 session.If interested in series, check .... ☐					
May 4 - 7	Operation of 16MM. Projectors						
May 11 - 14	Media and the Individualization of Instruction						
May 18 - 21	Utilization of Filmstrip-Record and Slide-Tape Presentations						
May 26 - 28	Dry Mounting & Laminating of Visual Materials						
June 1 - 4	Transparency Production Techniques						

PLEASE NOTE: In the event of school cancellation due to inclement weather, workshops will not be held.

Figure 23. A workshop registration form, from OPERATION PRIME.



OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

California State Curriculum Laboratory So4-1

(TOP) ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

001 RESUME DATE 10 -1 -68 P.A. T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

TITLE
100
101 Beginning Global Geography
102
103

PERSONAL AUTHOR(S)
200 Church, John G. and others

INSTITUTION (SOURCE) State Department of Education, Sacramento, CA
300 95814. Curriculum Laboratory
SOURCE CODE CIQ 11100

310 REPORT/SERIES NO.

OTHER SOURCE
320
SOURCE CODE

330 OTHER REPORT NO.

OTHER SOURCE
340 Bureau of Reference Services, CSD of E
SOURCE CODE e2u So4

350 OTHER REPORT NO.

400 PUB'L. DATE – – 67 CONTRACT/GRANT NUMBER

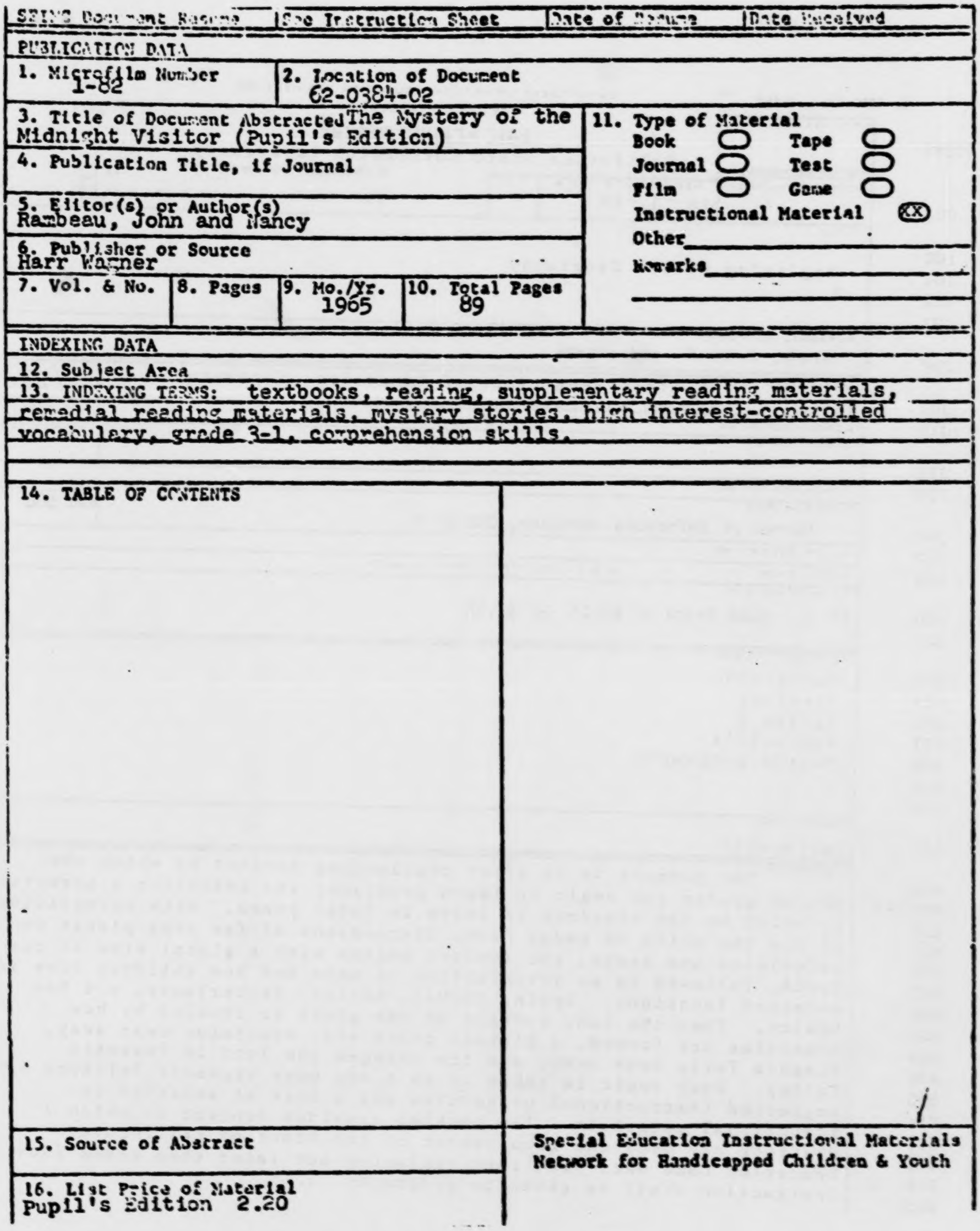
PAGINATION, ETC
500 29 p. EDRS Price MF $0.25 HC $1.55
501

RETRIEVAL TERMS
600 *geography
601 *geology
602 *grade 2
603 map skills
604 *world geography
605
606

IDENTIFIERS
607 Sacramento

ABSTRACT
800 The purpose is to offer challenging content by which the
801 secon second grader can begin to learn geography and establish a structure
802 by which he can continue to learn in later years. With recognition
803 of how the child of today hears discussions of far away places on
804 television and radio, the content begins with a global view of our
805 Earth, followed by an introduction to maps and how children live in
806 selected locations: Spain, Norway, Mexico, Netherlands, and New
807 Mexico. Then the land surface of the globe is studied by how
808 mountains are formed, a plateau grows old, mountains wear away,
809 Niagara Falls cuts away, and ice changed the land in Yosemite
810 Valley. Each topic is taken up as a one page vignette followed by
811 suggested instructional procedures and a list of selected in-
812 structional materials. The booklet provides content by which a
813 district may meet the requirement of the State of California
814 Education Code Sec. 7604 that beginning not later than grade four
815 instruction shall be given in geography. (JC)

Figure 24-a. The ERIC worksheet for indexing and abstracting as used by the California State Department, Bureau of Reference Services.



SEIMC Document Resume | See Instruction Sheet | Date of Resume | Date Received

PUBLICATION DATA

1. Microfilm Number 1-82

2. Location of Document 62-0384-02

3. Title of Document Abstracted The Mystery of the Midnight Visitor (Pupil's Edition)

4. Publication Title, if Journal

5. Editor(s) or Author(s) Rambeau, John and Nancy

6. Publisher or Source Harr Wagner

7. Vol. & No.

8. Pages

9. Mo./Yr. 1965

10. Total Pages 89

11. Type of Material
- Book ○
- Tape ○
- Journal ○
- Test ○
- Film ○
- Game ○
- Instructional Material ☒
- Other________
- Remarks________

INDEXING DATA

12. Subject Area

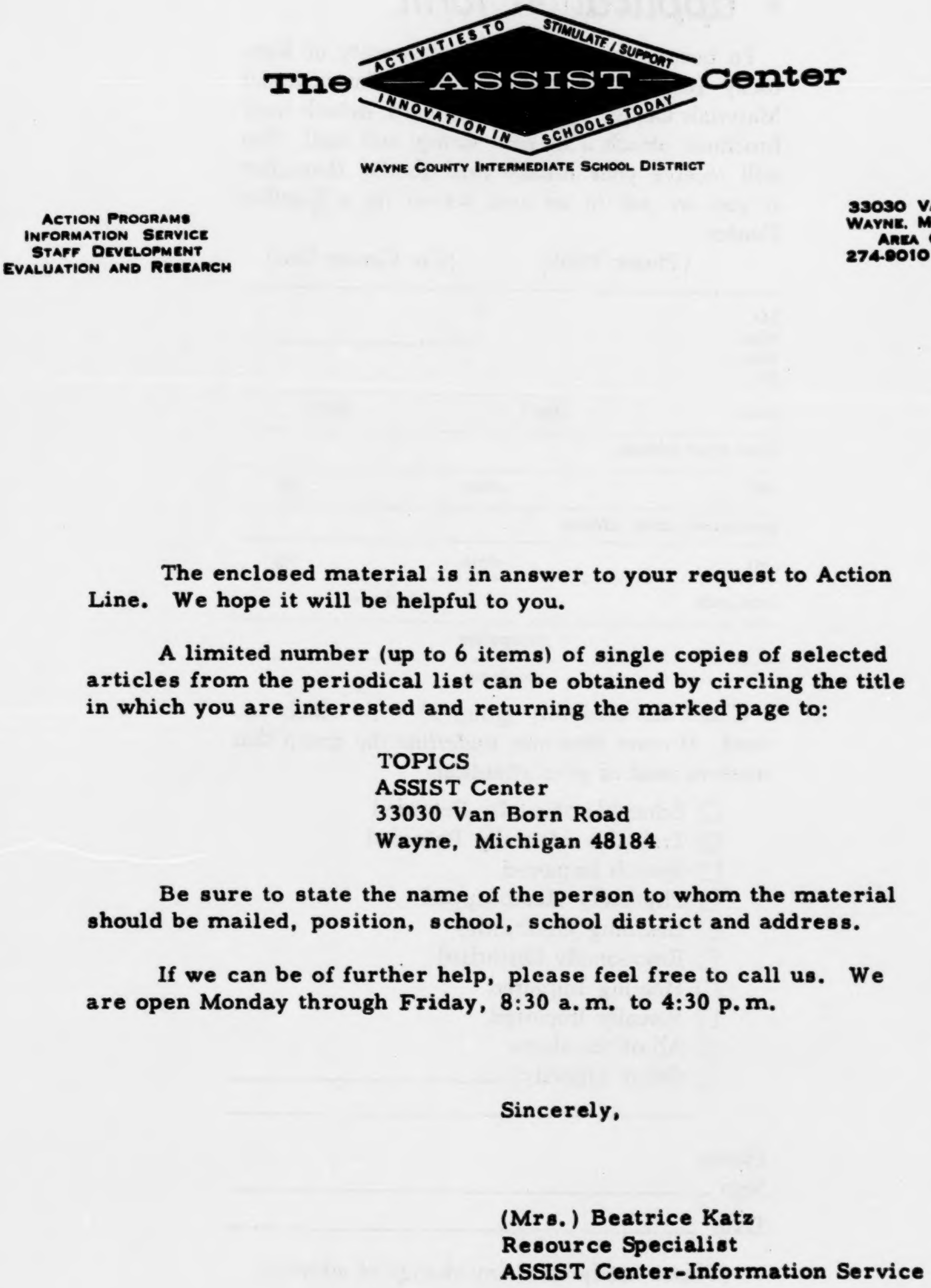
13. INDEXING TERMS: textbooks, reading, supplementary reading materials, remedial reading materials, mystery stories, high interest-controlled vocabulary, grade 3-1, comprehension skills.

14. TABLE OF CONTENTS

15. Source of Abstract Special Education Instructional Materials Network for Handicapped Children & Youth

16. List Price of Material Pupil's Edition 2.20

Figure 24-b. From the University of Kentucky SEIMC.



ACTIVITIES TO STIMULATE/SUPPORT
The ASSIST Center
INNOVATION IN SCHOOLS TODAY
WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

ACTION PROGRAMS
INFORMATION SERVICE
STAFF DEVELOPMENT
EVALUATION AND RESEARCH

33030 VAN BORN ROAD
WAYNE, MICHIGAN 48184
AREA CODE: 313
274-9010 • 729-1770

The enclosed material is in answer to your request to Action Line. We hope it will be helpful to you.

A limited number (up to 6 items) of single copies of selected articles from the periodical list can be obtained by circling the title in which you are interested and returning the marked page to:

TOPICS
ASSIST Center
33030 Van Born Road
Wayne, Michigan 48184

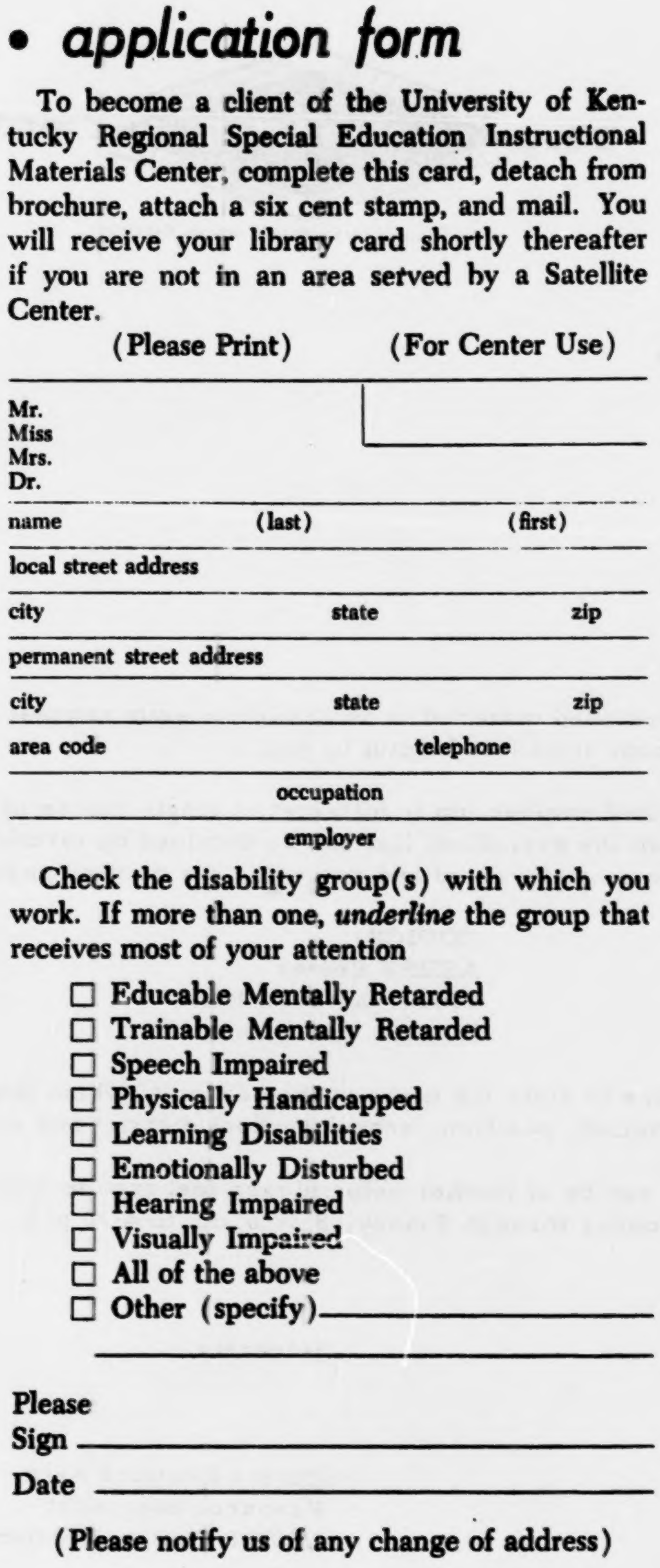
Be sure to state the name of the person to whom the material should be mailed, position, school, school district and address.

If we can be of further help, please feel free to call us. We are open Monday through Friday, 8:30 a.m. to 4:30 p.m.

Sincerely,

(Mrs.) Beatrice Katz
Resource Specialist
ASSIST Center-Information Service

Figure 25. A form cover letter used by the ASSIST Center.



• *application form*

To become a client of the University of Kentucky Regional Special Education Instructional Materials Center, complete this card, detach from brochure, attach a six cent stamp, and mail. You will receive your library card shortly thereafter if you are not in an area served by a Satellite Center.

(Please Print) **(For Center Use)**

Mr.
Miss
Mrs.
Dr.

name (last) (first)

local street address

city state zip

permanent street address

city state zip

area code telephone

occupation

employer

Check the disability group(s) with which you work. If more than one, *underline* the group that receives most of your attention

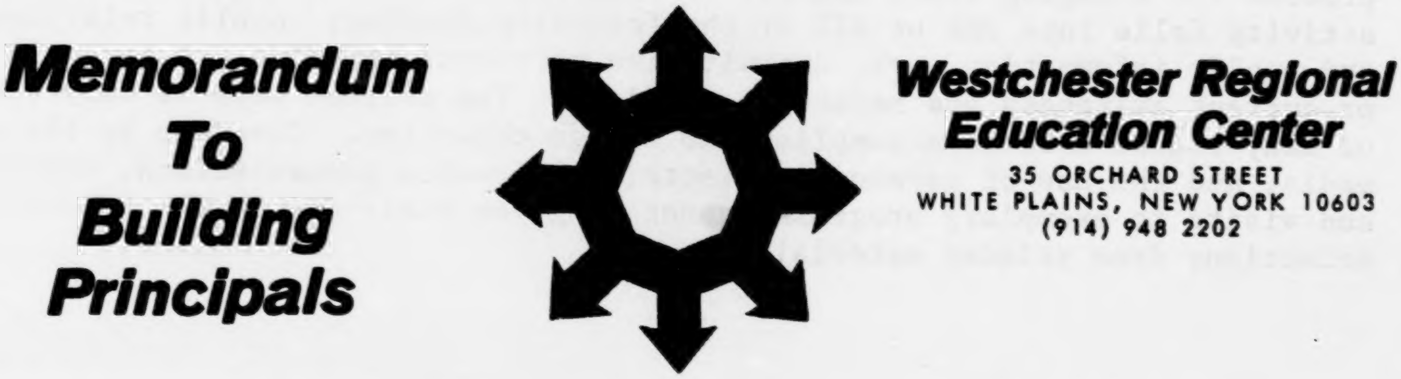
- ☐ **Educable Mentally Retarded**
- ☐ **Trainable Mentally Retarded**
- ☐ **Speech Impaired**
- ☐ **Physically Handicapped**
- ☐ **Learning Disabilities**
- ☐ **Emotionally Disturbed**
- ☐ **Hearing Impaired**
- ☐ **Visually Impaired**
- ☐ **All of the above**
- ☐ **Other (specify)**____________

Please Sign __________________

Date __________________

(Please notify us of any change of address)

Figure 26. A user application form, from the University of Kentucky SEIMC



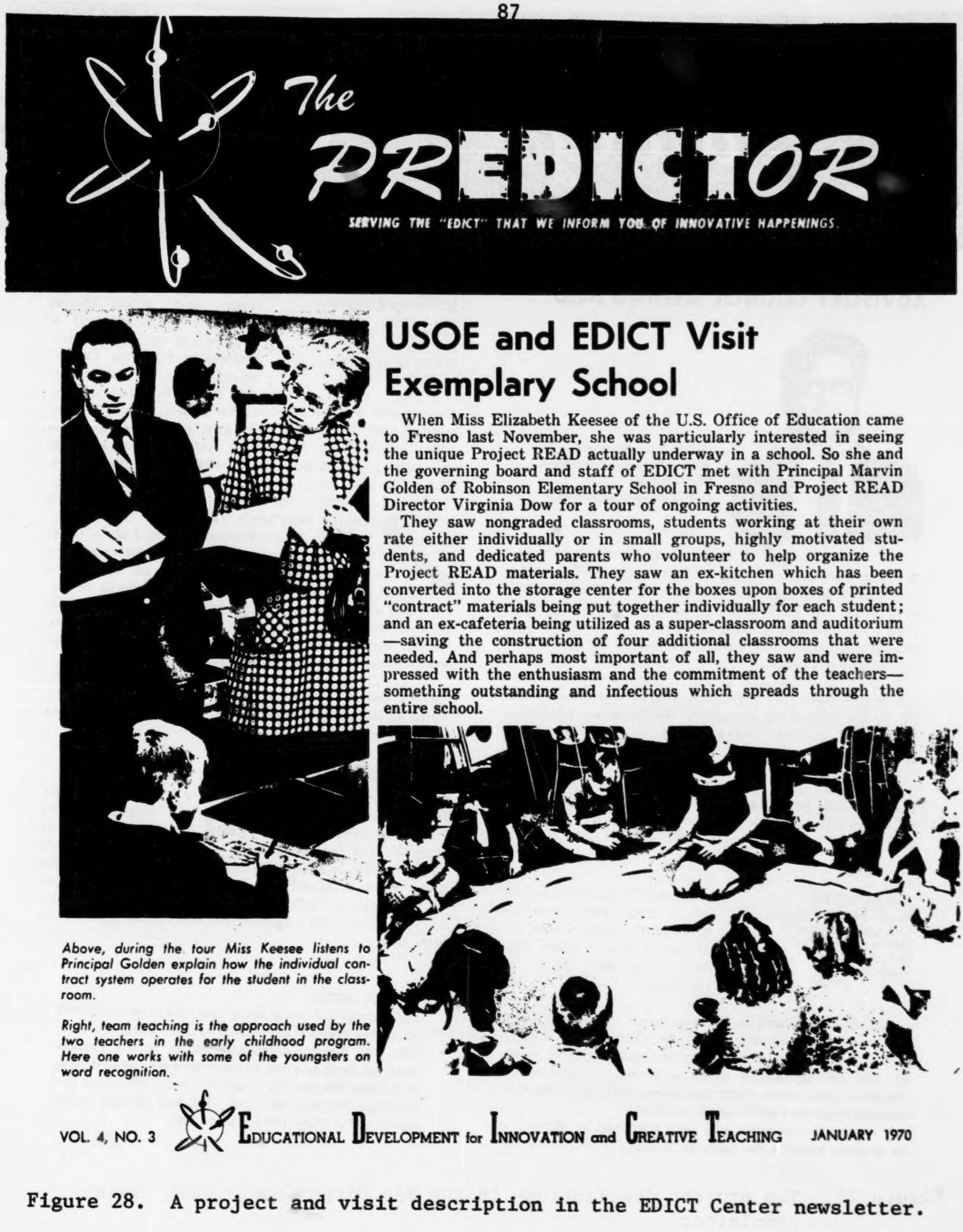
Memorandum To Building Principals

Westchester Regional Education Center

35 ORCHARD STREET
WHITE PLAINS, NEW YORK 10603
(914) 948 2202

Figure 27. Audience-identified stationery used by the Westchester Regional Education Center.

Dissemination of People and Projects. This activity is central to the very being of most centers and, in many cases, is their only information-related activity. Conceptually it is treated as a necessary step in the diffusion process for bringing about change. In practice, however, this dissemination activity falls into one or all of the following domains: public relations and public information work; consultative services; training programs; or current awareness and reference services. The printed work is only one of many routes used to accomplish the change objective. Coverage by the mass media, and the use of personal contacts, multi-media presentations, workshops, and visits to exemplary programs cannot be given their due in the following selections from printed materials.



The PREDICTOR

SERVING THE "EDICT" THAT WE INFORM YOU OF INNOVATIVE HAPPENINGS.

USOE and EDICT Visit Exemplary School

When Miss Elizabeth Keesee of the U.S. Office of Education came to Fresno last November, she was particularly interested in seeing the unique Project READ actually underway in a school. So she and the governing board and staff of EDICT met with Principal Marvin Golden of Robinson Elementary School in Fresno and Project READ Director Virginia Dow for a tour of ongoing activities.

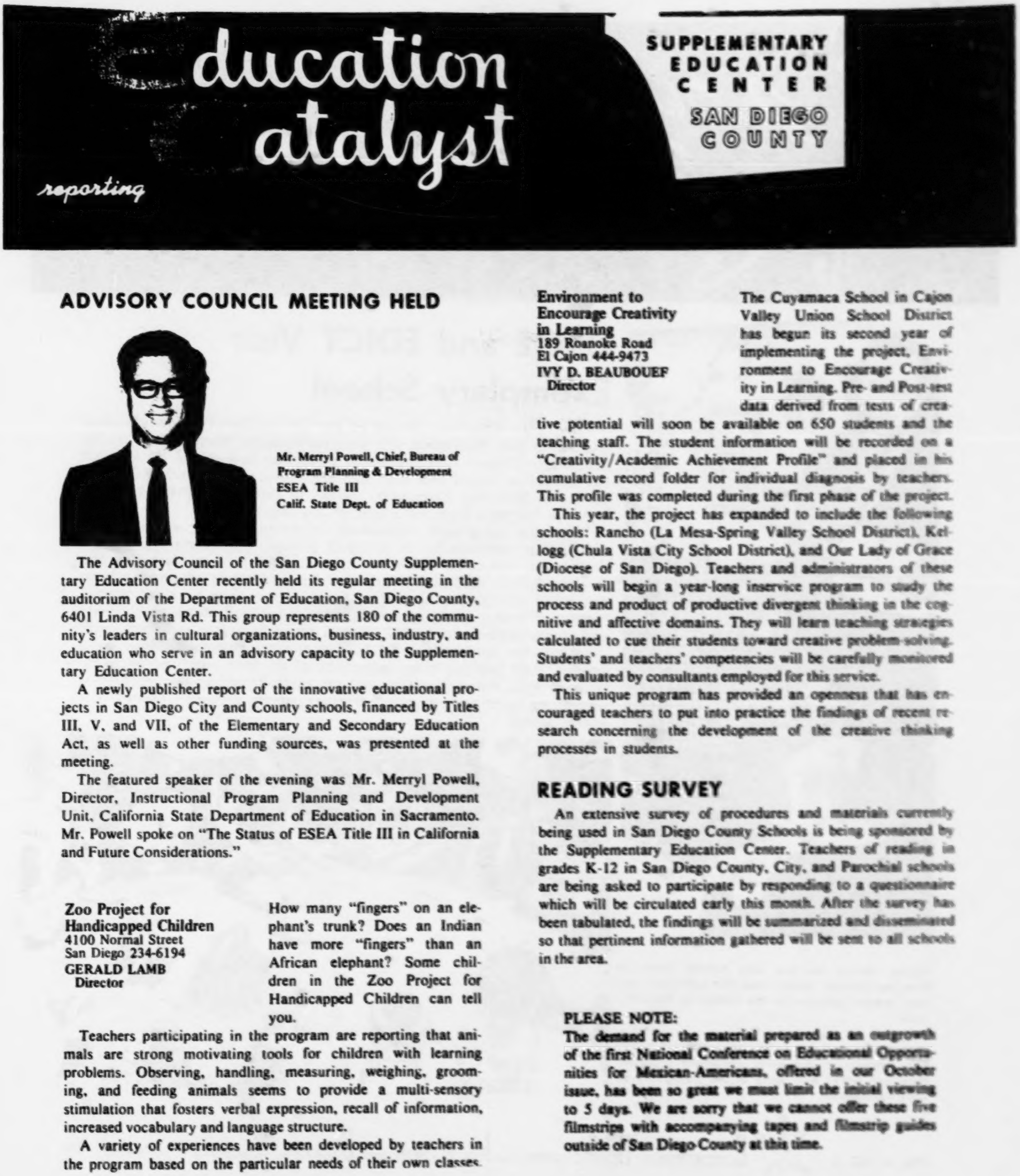
They saw nongraded classrooms, students working at their own rate either individually or in small groups, highly motivated students, and dedicated parents who volunteer to help organize the Project READ materials. They saw an ex-kitchen which has been converted into the storage center for the boxes upon boxes of printed "contract" materials being put together individually for each student; and an ex-cafeteria being utilized as a super-classroom and auditorium —saving the construction of four additional classrooms that were needed. And perhaps most important of all, they saw and were impressed with the enthusiasm and the commitment of the teachers—something outstanding and infectious which spreads through the entire school.

Above, during the tour Miss Keesee listens to Principal Golden explain how the individual contract system operates for the student in the classroom.

Right, team teaching is the approach used by the two teachers in the early childhood program. Here one works with some of the youngsters on word recognition.

VOL. 4, NO. 3 EDUCATIONAL DEVELOPMENT for INNOVATION and CREATIVE TEACHING JANUARY 1970

Figure 28. A project and visit description in the EDICT Center newsletter.



reporting Education Catalyst

SUPPLEMENTARY EDUCATION CENTER

SAN DIEGO COUNTY

ADVISORY COUNCIL MEETING HELD

Mr. Merryl Powell, Chief, Bureau of Program Planning & Development
ESEA Title III
Calif. State Dept. of Education

The Advisory Council of the San Diego County Supplementary Education Center recently held its regular meeting in the auditorium of the Department of Education, San Diego County, 6401 Linda Vista Rd. This group represents 180 of the community's leaders in cultural organizations, business, industry, and education who serve in an advisory capacity to the Supplementary Education Center.

A newly published report of the innovative educational projects in San Diego City and County schools, financed by Titles III, V, and VII, of the Elementary and Secondary Education Act, as well as other funding sources, was presented at the meeting.

The featured speaker of the evening was Mr. Merryl Powell, Director, Instructional Program Planning and Development Unit, California State Department of Education in Sacramento. Mr. Powell spoke on "The Status of ESEA Title III in California and Future Considerations."

Zoo Project for Handicapped Children
4100 Normal Street
San Diego 234-6194
GERALD LAMB
Director

How many "fingers" on an elephant's trunk? Does an Indian have more "fingers" than an African elephant? Some children in the Zoo Project for Handicapped Children can tell you.

Teachers participating in the program are reporting that animals are strong motivating tools for children with learning problems. Observing, handling, measuring, weighing, grooming, and feeding animals seems to provide a multi-sensory stimulation that fosters verbal expression, recall of information, increased vocabulary and language structure.

A variety of experiences have been developed by teachers in the program based on the particular needs of their own classes.

Environment to Encourage Creativity in Learning
189 Roanoke Road
El Cajon 444-9473
IVY D. BEAUBOUEF
Director

The Cuyamaca School in Cajon Valley Union School District has begun its second year of implementing the project, Environment to Encourage Creativity in Learning. Pre- and Post-test data derived from tests of creative potential will soon be available on 650 students and the teaching staff. The student information will be recorded on a "Creativity/Academic Achievement Profile" and placed in his cumulative record folder for individual diagnosis by teachers. This profile was completed during the first phase of the project.

This year, the project has expanded to include the following schools: Rancho (La Mesa-Spring Valley School District), Kellogg (Chula Vista City School District), and Our Lady of Grace (Diocese of San Diego). Teachers and administrators of these schools will begin a year-long inservice program to study the process and product of productive divergent thinking in the cognitive and affective domains. They will learn teaching strategies calculated to cue their students toward creative problem-solving. Students' and teachers' competencies will be carefully monitored and evaluated by consultants employed for this service.

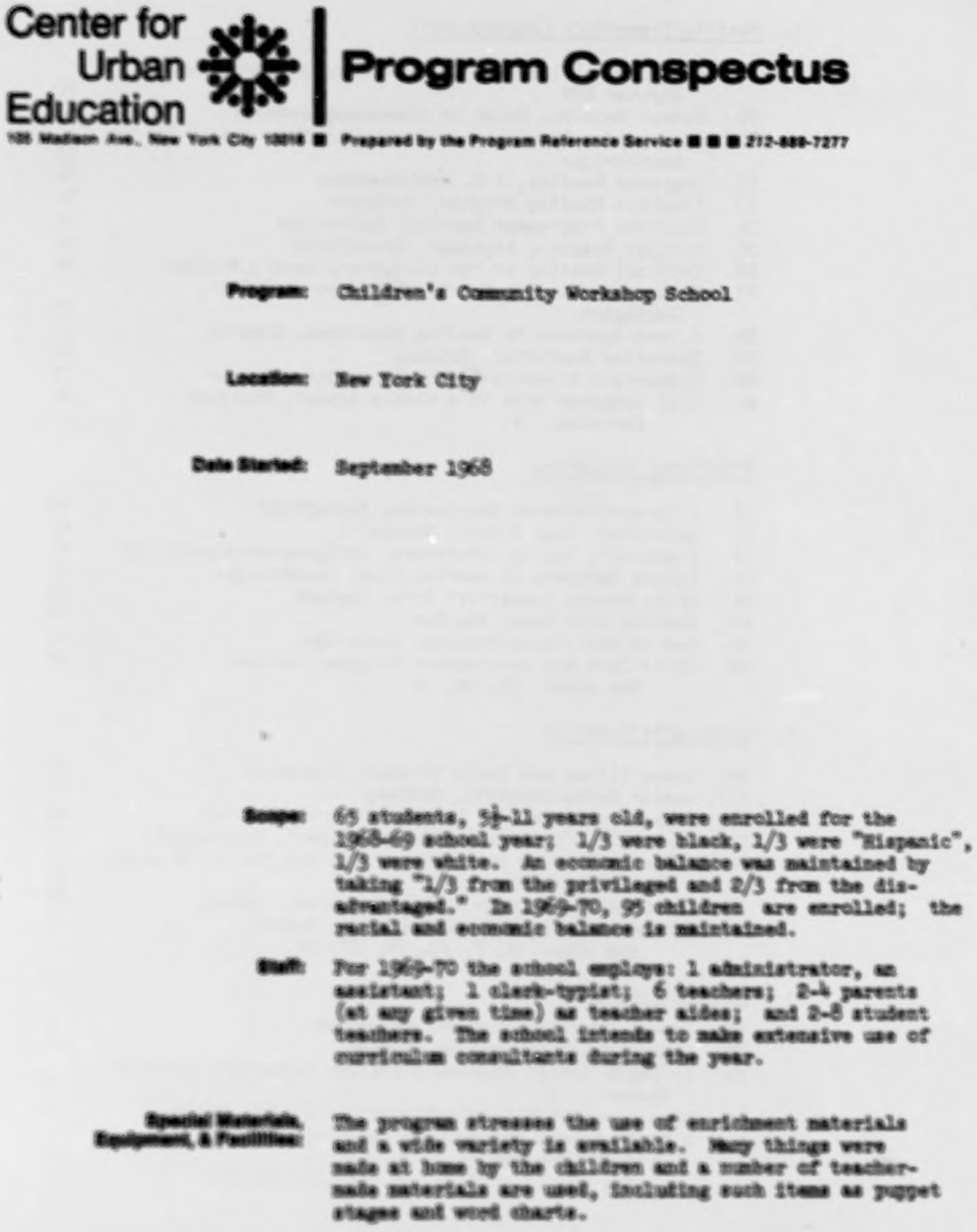
This unique program has provided an openness that has encouraged teachers to put into practice the findings of recent research concerning the development of the creative thinking processes in students.

READING SURVEY

An extensive survey of procedures and materials currently being used in San Diego County Schools is being sponsored by the Supplementary Education Center. Teachers of reading in grades K-12 in San Diego County, City, and Parochial schools are being asked to participate by responding to a questionnaire which will be circulated early this month. After the survey has been tabulated, the findings will be summarized and disseminated so that pertinent information gathered will be sent to all schools in the area.

PLEASE NOTE:
The demand for the material prepared as an outgrowth of the first National Conference on Educational Opportunities for Mexican-Americans, offered in our October issue, has been so great we must limit the initial viewing to 5 days. We are sorry that we cannot offer these five filmstrips with accompanying tapes and filmstrip guides outside of San Diego County at this time.

Figure 29. Two project descriptions in the San Diego County PACE Center newsletter.



Center for Urban Education

Program Conspectus

105 Madison Ave., New York City 10016 ■ Prepared by the Program Reference Service ■ ■ ■ 212-889-7277

Program: Children's Community Workshop School

Location: New York City

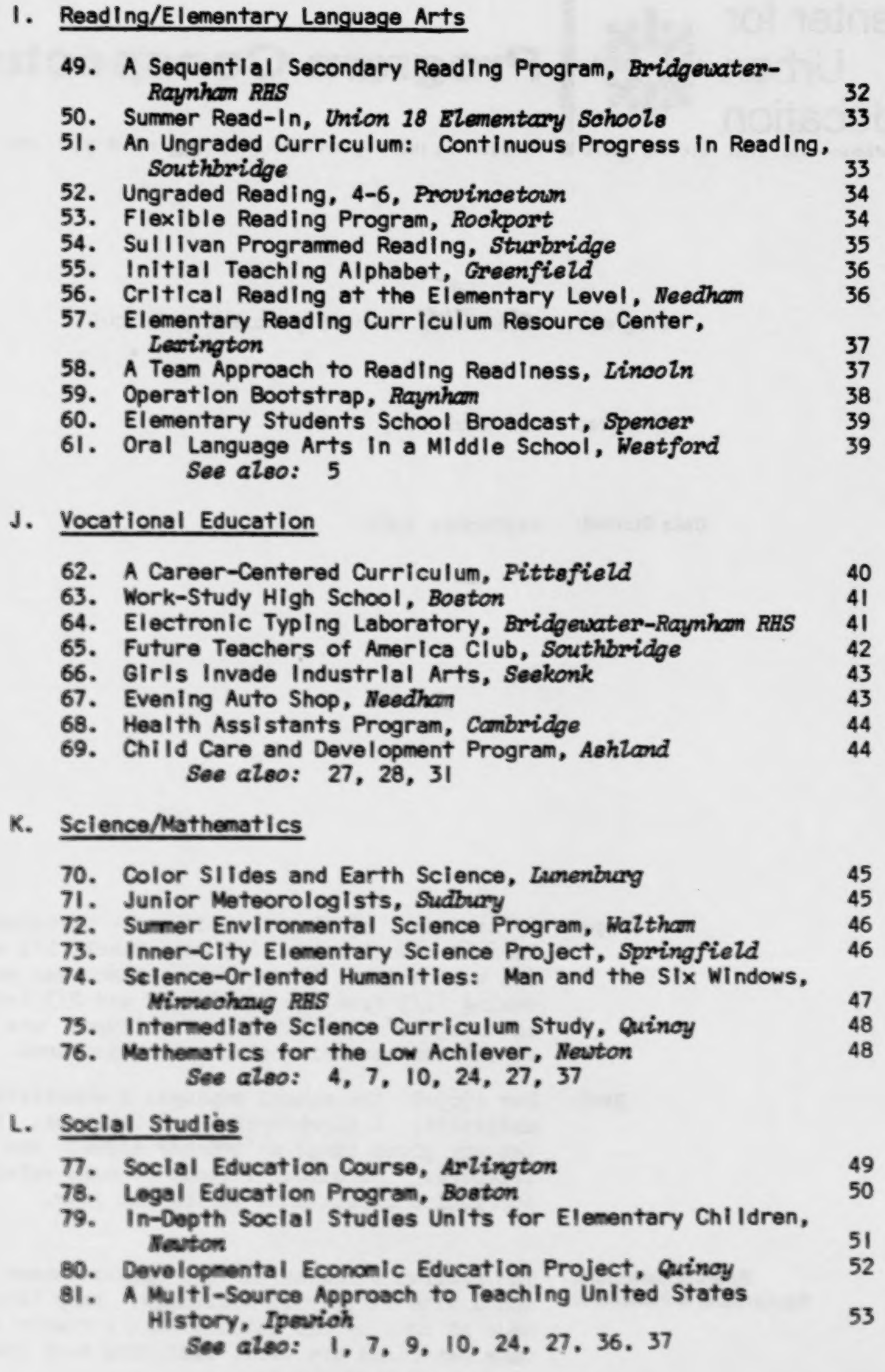
Date Started: September 1968

Scope: 65 students, 5½-11 years old, were enrolled for the 1968-69 school year; 1/3 were black, 1/3 were "Hispanic", 1/3 were white. An economic balance was maintained by taking "1/3 from the privileged and 2/3 from the disadvantaged." In 1969-70, 95 children are enrolled; the racial and economic balance is maintained.

Staff: For 1969-70 the school employs: 1 administrator, an assistant; 1 clerk-typist; 6 teachers; 2-4 parents (at any given time) as teacher aides; and 2-8 student teachers. The school intends to make extensive use of curriculum consultants during the year.

Special Materials, Equipment, & Facilities: The program stresses the use of enrichment materials and a wide variety is available. Many things were made at home by the children and a number of teacher-made materials are used, including such items as puppet stages and word charts.

Figure 30 - From the Center for Urban Education's brochure series of program descriptions (page 1 only).



I. Reading/Elementary Language Arts

49. A Sequential Secondary Reading Program, *Bridgewater-Raynham RHS* 32
50. Summer Read-In, *Union 18 Elementary Schools* 33
51. An Ungraded Curriculum: Continuous Progress in Reading, *Southbridge* 33
52. Ungraded Reading, 4-6, *Provincetown* 34
53. Flexible Reading Program, *Rockport* 34
54. Sullivan Programmed Reading, *Sturbridge* 35
55. Initial Teaching Alphabet, *Greenfield* 36
56. Critical Reading at the Elementary Level, *Needham* 36
57. Elementary Reading Curriculum Resource Center, *Lexington* 37
58. A Team Approach to Reading Readiness, *Lincoln* 37
59. Operation Bootstrap, *Raynham* 38
60. Elementary Students School Broadcast, *Spencer* 39
61. Oral Language Arts in a Middle School, *Westford* 39
See also: 5

J. Vocational Education

62. A Career-Centered Curriculum, *Pittsfield* 40
63. Work-Study High School, *Boston* 41
64. Electronic Typing Laboratory, *Bridgewater-Raynham RHS* 41
65. Future Teachers of America Club, *Southbridge* 42
66. Girls Invade Industrial Arts, *Seekonk* 43
67. Evening Auto Shop, *Needham* 43
68. Health Assistants Program, *Cambridge* 44
69. Child Care and Development Program, *Ashland* 44
See also: 27, 28, 31

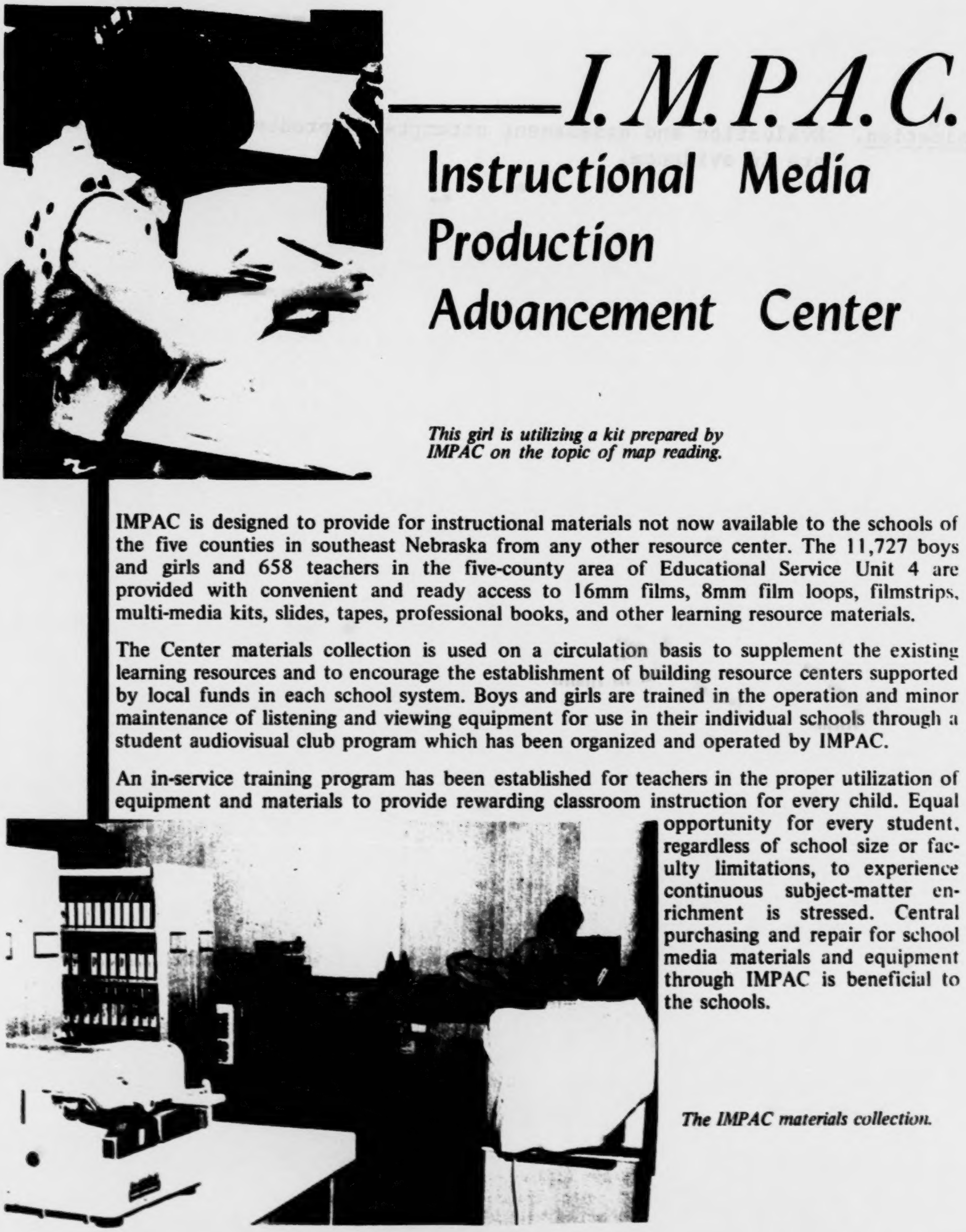
K. Science/Mathematics

70. Color Slides and Earth Science, *Lunenburg* 45
71. Junior Meteorologists, *Sudbury* 45
72. Summer Environmental Science Program, *Waltham* 46
73. Inner-City Elementary Science Project, *Springfield* 46
74. Science-Oriented Humanities: Man and the Six Windows, *Minnechaug RHS* 47
75. Intermediate Science Curriculum Study, *Quincy* 48
76. Mathematics for the Low Achiever, *Newton* 48
See also: 4, 7, 10, 24, 27, 37

L. Social Studies

77. Social Education Course, *Arlington* 49
78. Legal Education Program, *Boston* 50
79. In-Depth Social Studies Units for Elementary Children, *Newton* 51
80. Developmental Economic Education Project, *Quincy* 52
81. A Multi-Source Approach to Teaching United States History, *Ipswich* 53
See also: 1, 7, 9, 10, 24, 27. 36. 37

Figure 31. A section from the table of contents for Kaleidoscope 1, A Descriptive Collection of Promising Educational Practices, prepared by the Massachusetts State Department.



I.M.P.A.C.

Instructional Media Production Advancement Center

This girl is utilizing a kit prepared by IMPAC on the topic of map reading.

IMPAC is designed to provide for instructional materials not now available to the schools of the five counties in southeast Nebraska from any other resource center. The 11,727 boys and girls and 658 teachers in the five-county area of Educational Service Unit 4 are provided with convenient and ready access to 16mm films, 8mm film loops, filmstrips, multi-media kits, slides, tapes, professional books, and other learning resource materials.

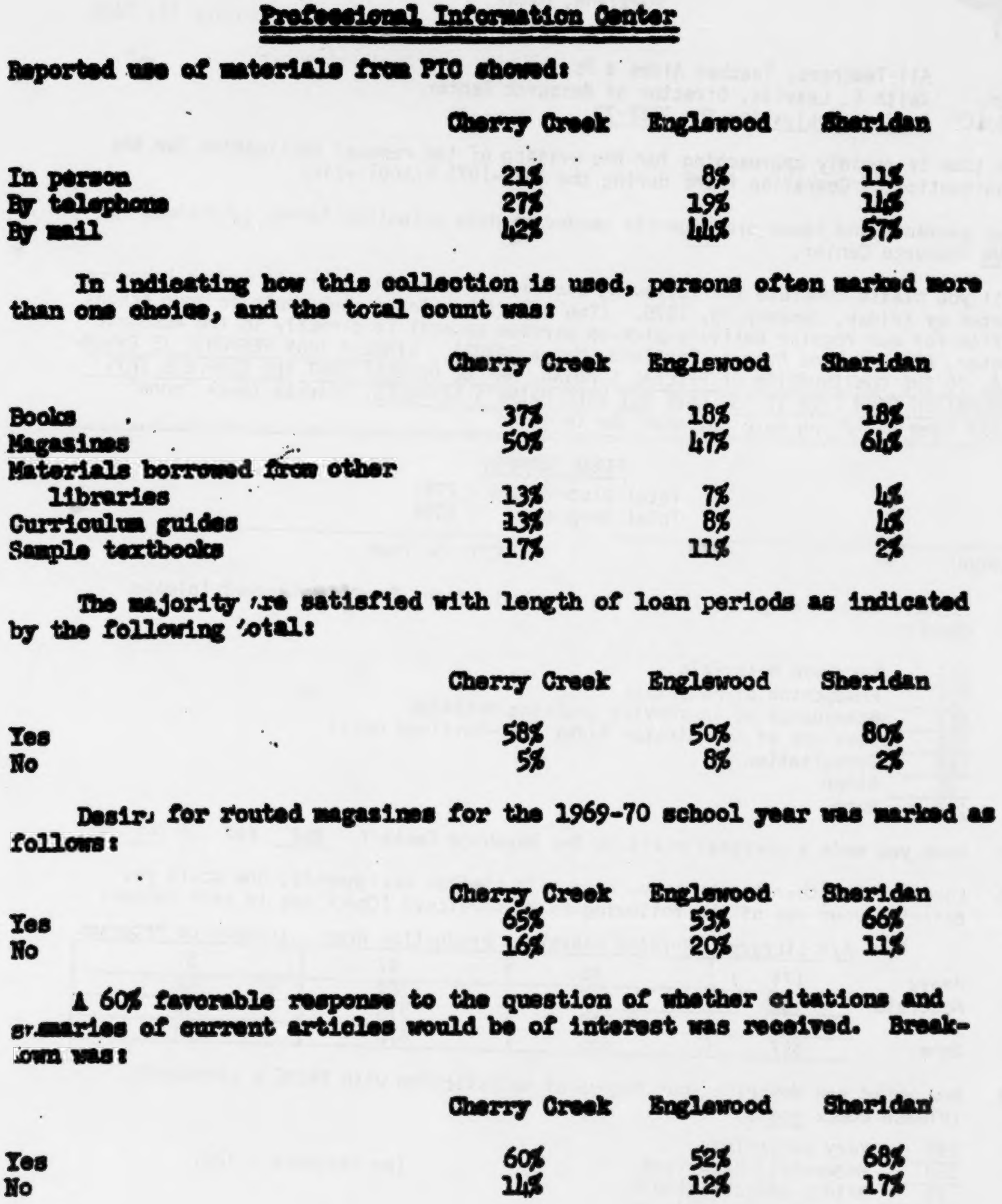
The Center materials collection is used on a circulation basis to supplement the existing learning resources and to encourage the establishment of building resource centers supported by local funds in each school system. Boys and girls are trained in the operation and minor maintenance of listening and viewing equipment for use in their individual schools through a student audiovisual club program which has been organized and operated by IMPAC.

An in-service training program has been established for teachers in the proper utilization of equipment and materials to provide rewarding classroom instruction for every child. Equal opportunity for every student, regardless of school size or faculty limitations, to experience continuous subject-matter enrichment is stressed. Central purchasing and repair for school media materials and equipment through IMPAC is beneficial to the schools.

The IMPAC materials collection.

Figure 32. Part of a program description in the Nebraska ESEA Title III: A Description of Programs, prepared by the Nebraska State Department of Education.

Evaluation. Evaluation and assessment attempts of products and services- are in evidence.



Professional Information Center

Reported use of materials from PIC showed:

	Cherry Creek	**Englewood**	**Sheridan**
In person	**21%**	**8%**	**11%**
By telephone	**27%**	**19%**	**14%**
By mail	**42%**	**44%**	**57%**

In indicating how this collection is used, persons often marked more than one choice, and the total count was:

	Cherry Creek	**Englewood**	**Sheridan**
Books	**37%**	**18%**	**18%**
Magazines	**50%**	**47%**	**64%**
Materials borrowed from other libraries	**13%**	**7%**	**4%**
Curriculum guides	**13%**	**8%**	**4%**
Sample textbooks	**17%**	**11%**	**2%**

The majority are satisfied with length of loan periods as indicated by the following total:

	Cherry Creek	**Englewood**	**Sheridan**
Yes	**58%**	**50%**	**80%**
No	**5%**	**8%**	**2%**

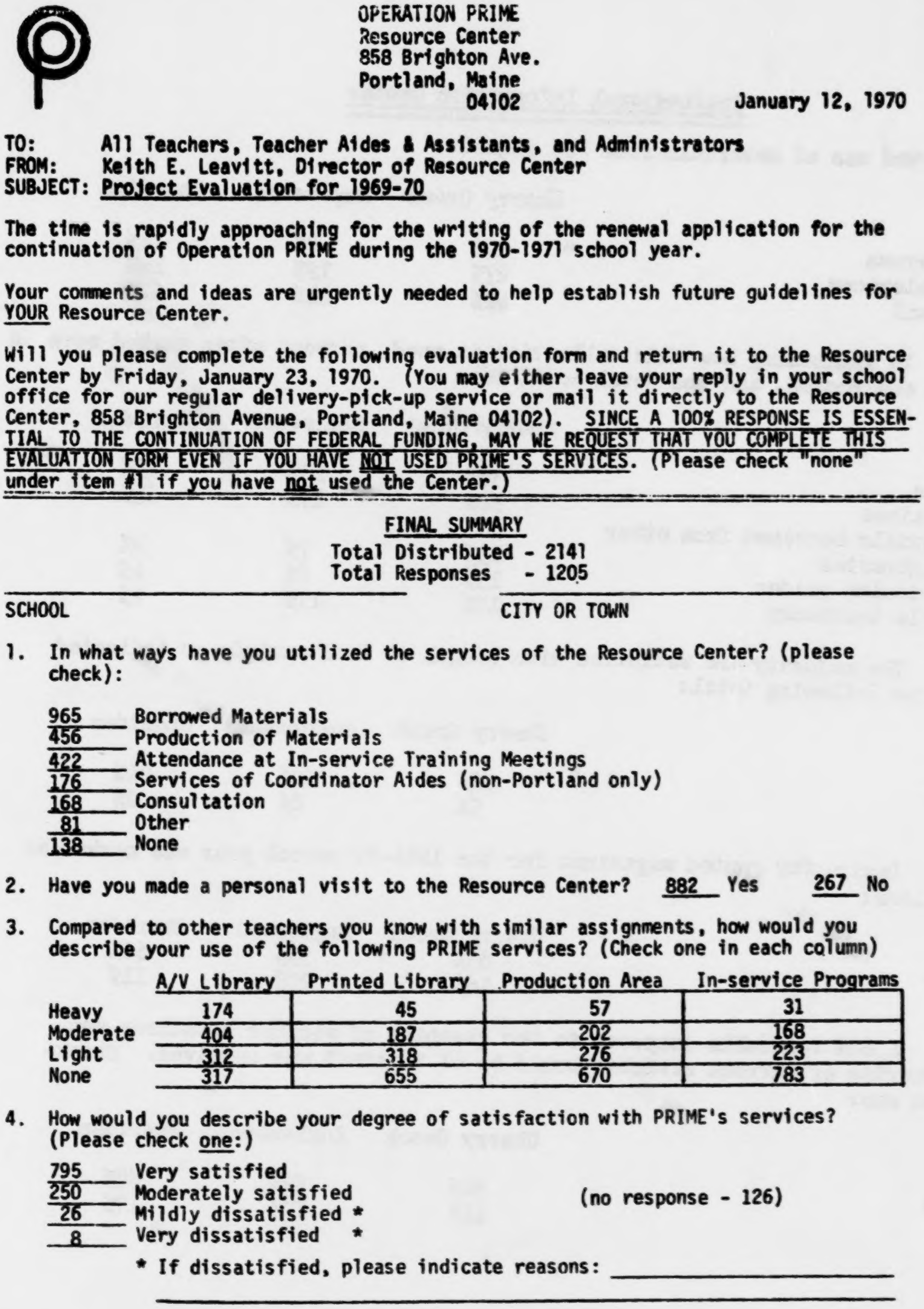
Desire for routed magazines for the 1969-70 school year was marked as follows:

	Cherry Creek	**Englewood**	**Sheridan**
Yes	**65%**	**53%**	**66%**
No	**16%**	**20%**	**11%**

A 60% favorable response to the question of whether citations and summaries of current articles would be of interest was received. Breakdown was:

	Cherry Creek	**Englewood**	**Sheridan**
Yes	**60%**	**52%**	**68%**
No	**14%**	**12%**	**17%**

Figure 33. From the PIC's report on an evaluation by their users.



OPERATION PRIME
Resource Center
858 Brighton Ave.
Portland, Maine
04102

January 12, 1970

TO: All Teachers, Teacher Aides & Assistants, and Administrators
FROM: Keith E. Leavitt, Director of Resource Center
SUBJECT: Project Evaluation for 1969-70

The time is rapidly approaching for the writing of the renewal application for the continuation of Operation PRIME during the 1970-1971 school year.

Your comments and ideas are urgently needed to help establish future guidelines for YOUR Resource Center.

Will you please complete the following evaluation form and return it to the Resource Center by Friday, January 23, 1970. (You may either leave your reply in your school office for our regular delivery-pick-up service or mail it directly to the Resource Center, 858 Brighton Avenue, Portland, Maine 04102). SINCE A 100% RESPONSE IS ESSENTIAL TO THE CONTINUATION OF FEDERAL FUNDING, MAY WE REQUEST THAT YOU COMPLETE THIS EVALUATION FORM EVEN IF YOU HAVE NOT USED PRIME'S SERVICES. (Please check "none" under item #1 if you have not used the Center.)

FINAL SUMMARY
Total Distributed - 2141
Total Responses - 1205

SCHOOL ______ CITY OR TOWN ______

1. In what ways have you utilized the services of the Resource Center? (please check):

965	Borrowed Materials
456	Production of Materials
422	Attendance at In-service Training Meetings
176	Services of Coordinator Aides (non-Portland only)
168	Consultation
81	Other
138	None

2. Have you made a personal visit to the Resource Center? 882 Yes 267 No

3. Compared to other teachers you know with similar assignments, how would you describe your use of the following PRIME services? (Check one in each column)

	A/V Library	Printed Library	Production Area	In-service Programs
Heavy	174	45	57	31
Moderate	404	187	202	168
Light	312	318	276	223
None	317	655	670	783

4. How would you describe your degree of satisfaction with PRIME's services? (Please check one:)

795	Very satisfied
250	Moderately satisfied
26	Mildly dissatisfied *
8	Very dissatisfied *

(no response - 126)

* If dissatisfied, please indicate reasons: ______

Figure 34-a-1. OPERATION PRIME's evaluation summary.

(Continued)

5. Please evaluate PRIME's in-service training programs by checking one of the following:

331 Very effective
176 Moderately effective (no response - 207)
10 Mildly ineffective
4 Very ineffective
477 Have not attended

6. Indicate your opinion of the impact of Operation PRIME (Resource Center) upon education in the area:

720 Very significant
265 Moderately significant (no response - 169)
41 Mildly significant
10 Insignificant

7. In terms of your own work as a teacher or administrator, what has been the single most important benefit, if any, resulting from the presence of PRIME?

8. What, in your opinion, has been PRIME's outstanding shortcoming, if any?

9. How would you rate the overall contribution of PRIME?

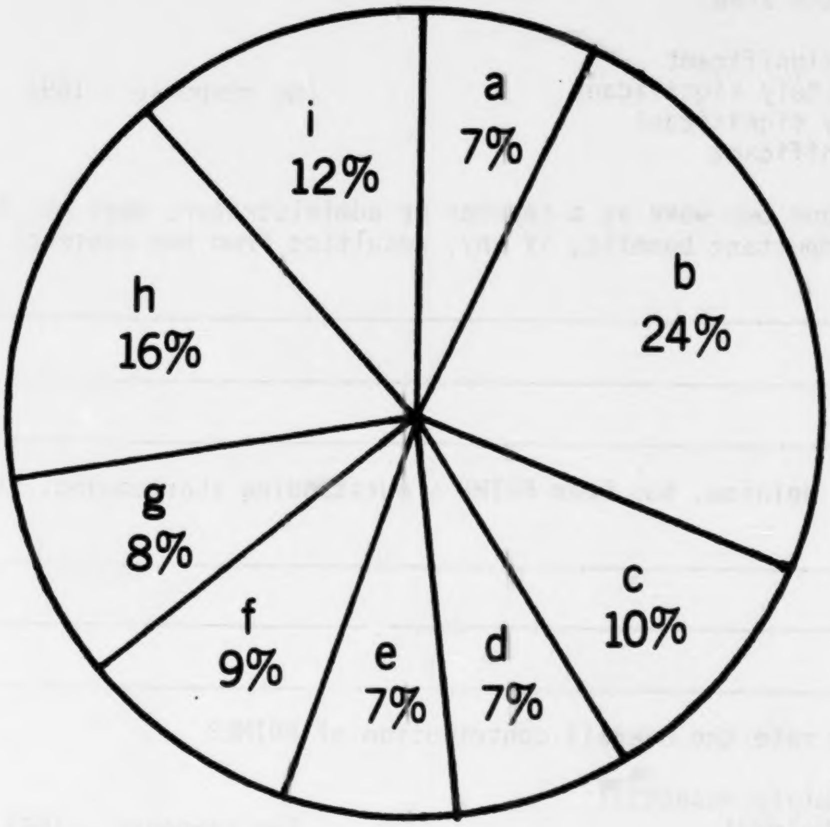
385 Absolutely essential
641 Most Helpful (no response - 169)
54 Helpful but non-essential
1 Absolutely non-essential

GENERAL COMMENTS:

Figure 34-b-2. OPERATION PRIME (continued).

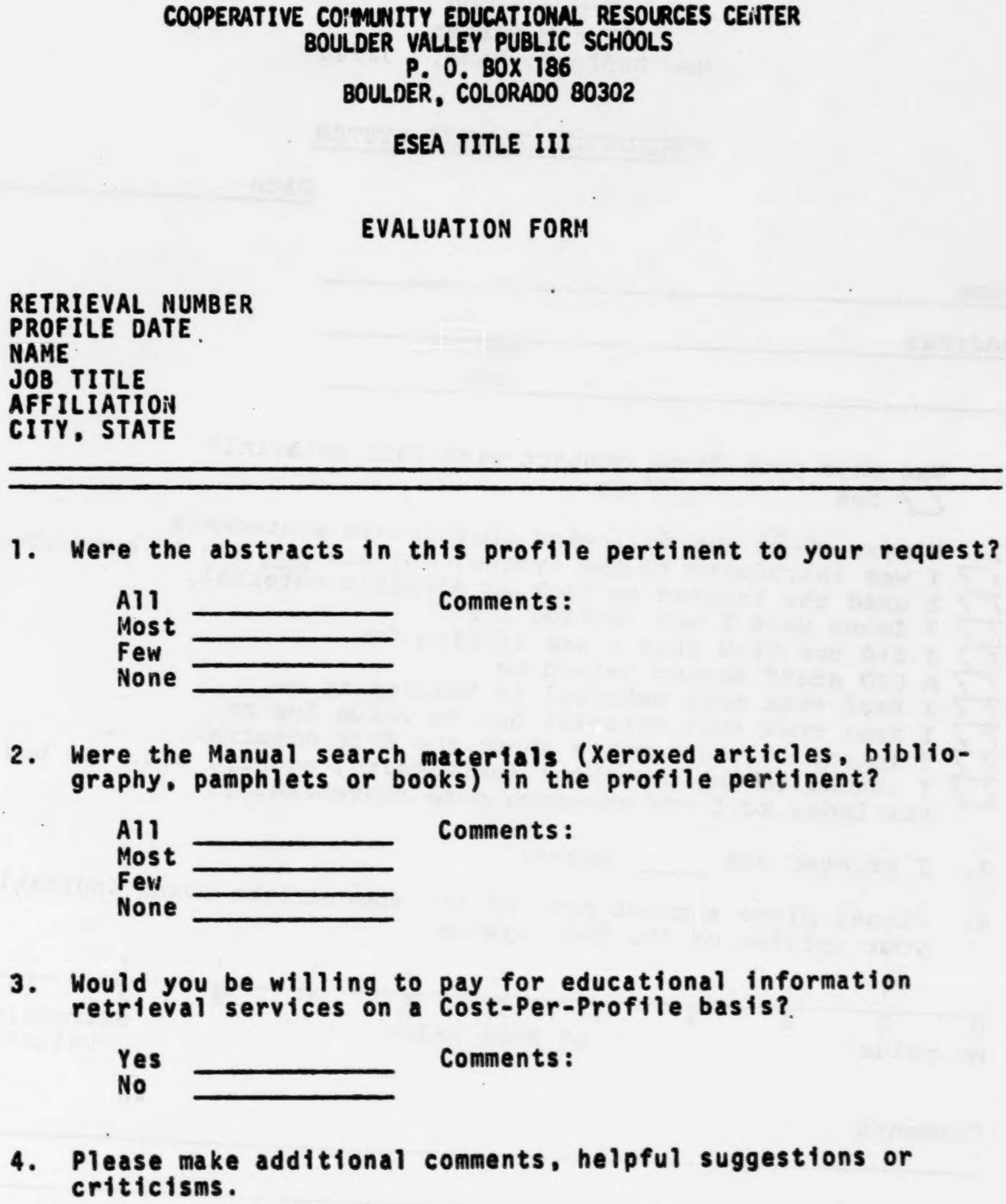
Respondents to Part B of the teacher questionnaire -- non-users of the materials -- were asked to respond to a check list indicating the reasons they had not used ESEA Title II materials from the Regional Educational Media Centers located in their respective areas. The table below shows the per cent of responses from all four areas to each of the possible explanations.

TABLE 96
REASONS FOR NOT UTILIZING MATERIALS
(PER CENT OF RESPONSES)



a. Have not been informed
b. Materials not relevant to subject matter
c. Materials not appropriate for grade level
d. Materials not appropriate for "special" class
e. Materials not available from a conveniently accessible location within school district
f. Regional Educational Media Center is not conveniently accessible
g. Materials not available when needed
h. Materials are more accessible elsewhere
i. Unable to specify reason for not using materials

Figure 35. A page from the Iowa State Department of Public Instruction's ESEA Title II in Iowa: A Pilot Evaluation.



COOPERATIVE COMMUNITY EDUCATIONAL RESOURCES CENTER
BOULDER VALLEY PUBLIC SCHOOLS
P. O. BOX 186
BOULDER, COLORADO 80302

ESEA TITLE III

EVALUATION FORM

RETRIEVAL NUMBER
PROFILE DATE
NAME
JOB TITLE
AFFILIATION
CITY, STATE

---

1. Were the abstracts in this profile pertinent to your request?

   All ____________ Comments:
   Most ____________
   Few ____________
   None ____________

2. Were the Manual search materials (Xeroxed articles, bibliography, pamphlets or books) in the profile pertinent?

   All ____________ Comments:
   Most ____________
   Few ____________
   None ____________

3. Would you be willing to pay for educational information retrieval services on a Cost-Per-Profile basis?

   Yes ____________ Comments:
   No ____________

4. Please make additional comments, helpful suggestions or criticisms.

Figure 36. An evaluation form used by the Educational Resources Center.

Project COD
52 Ash Street
New Bedford, Mass. 02740

EVALUATION OF ERIC SYSTEM

Date ____________________

Name ______________________________________

Address ______________________________________

______________________________ Zip Code ______

1. Was this your first contact with ERIC material?
   ☐ Yes ☐ No

2. Please check the following appropriate statements
   - ☐ I was introduced to the system, but did not use it extensively.
   - ☐ I used the indexes to look up specific material.
   - ☐ I found what I was looking for.
   - ☐ I did not find what I was looking for.
   - ☐ A COD staff member helped me.
   - ☐ I feel that this material is helpful to me.
   - ☐ I feel that this material has no value for me.
   - ☐ I intend to tell others about the ERIC material.
   - ☐ I intend to ask my school (university, agency, etc.) to buy the index so I can research more conveniently.

3. I printed out _____ pages.

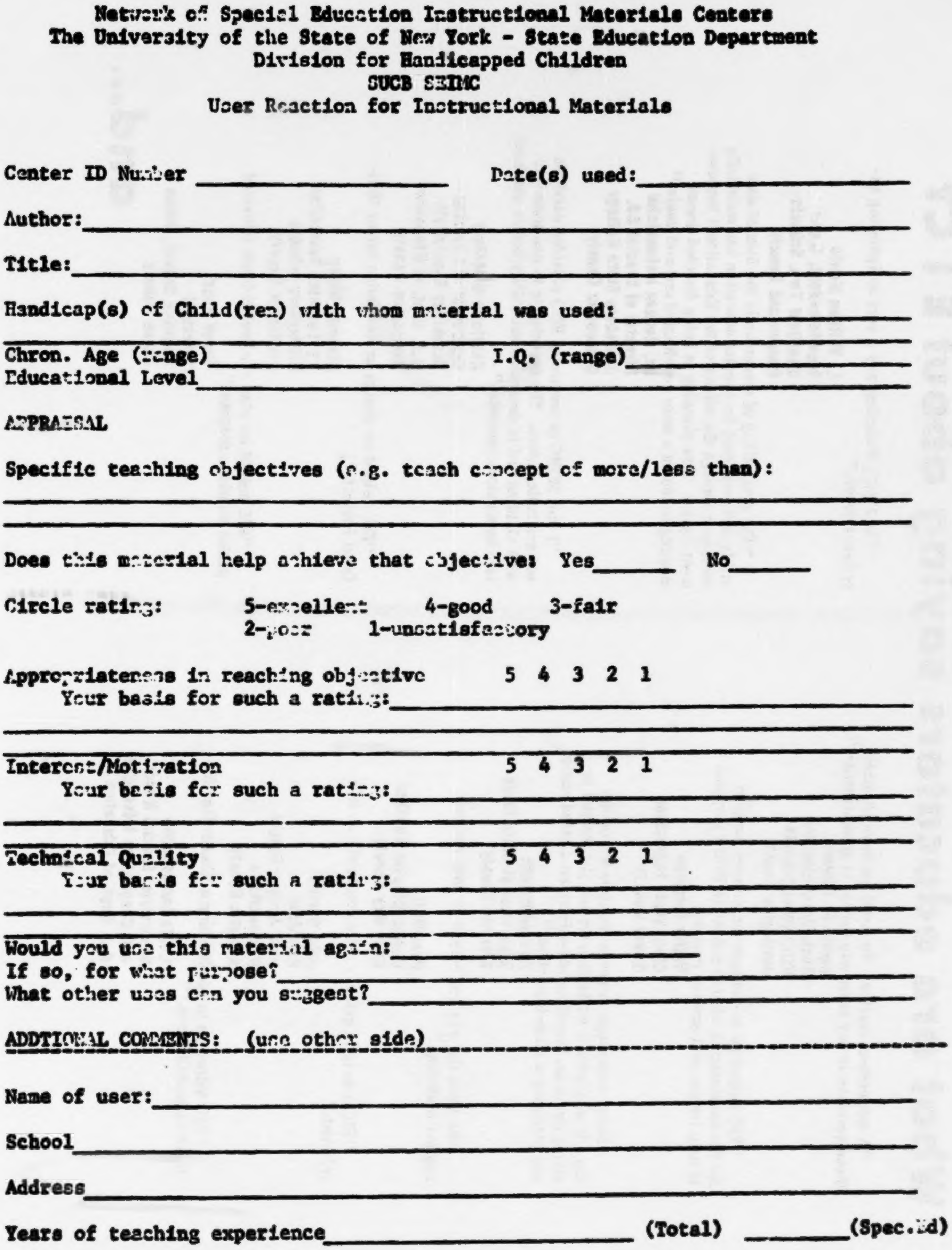
4. Please place a check mark at the appropriate point indicating your opinion of the ERIC system.

0	1	2	3	4	5	6	7	8	9	10
no value				of some value					extremely valuable	

Comments ______________________________________

____

Figure 37. An ERIC evaluation form used by Project COD.



Network of Special Education Instructional Materials Centers
The University of the State of New York - State Education Department
Division for Handicapped Children
SUCB SEIMC
User Reaction for Instructional Materials

Center ID Number ____________________ **Date(s) used:** ____________________

Author: ____

Title: ____

Handicap(s) of Child(ren) with whom material was used: ____________________

____

Chron. Age (range) ____________________ **I.Q. (range)** ____________________
Educational Level ____

APPRAISAL

Specific teaching objectives (e.g. teach concept of more/less than):

____

____

Does this material help achieve that objective: Yes ______ **No** ______

Circle rating: 5-excellent 4-good 3-fair
2-poor 1-unsatisfactory

Appropriateness in reaching objective 5 4 3 2 1
Your basis for such a rating: ____________________

____

____

Interest/Motivation 5 4 3 2 1
Your basis for such a rating: ____________________

____

____

Technical Quality 5 4 3 2 1
Your basis for such a rating: ____________________

____

____

Would you use this material again: ____________________
If so, for what purpose? ____________________
What other uses can you suggest? ____________________

ADDTIONAL COMMENTS: (use other side) ____________________

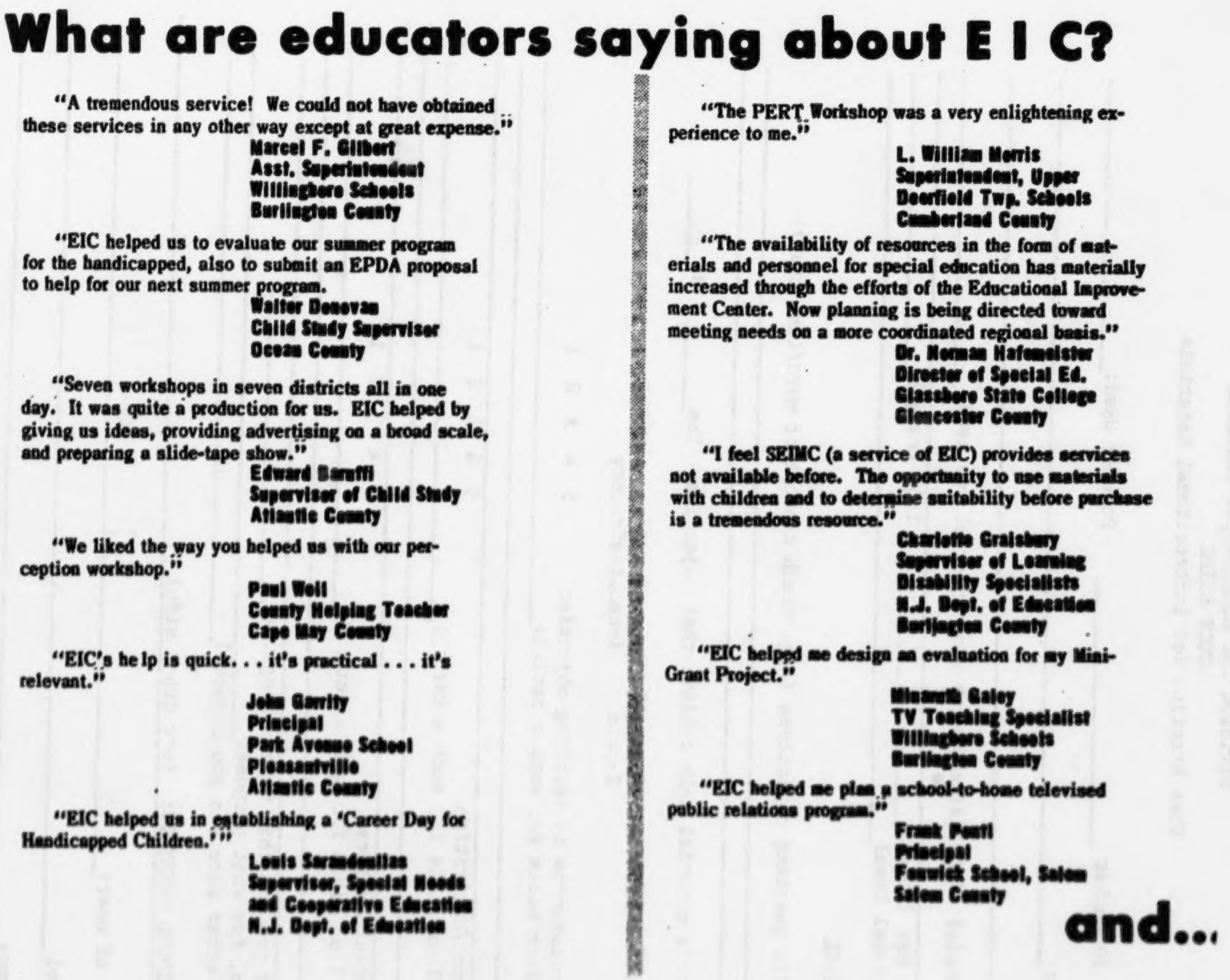
Name of user: ____

School ____

Address ____

Years of teaching experience ____________________ **(Total)** ________ **(Spec.Ed)**

Figure 38. A user reaction form, from the New York SEIMC.



What are educators saying about E I C?

"A tremendous service! We could not have obtained these services in any other way except at great expense."

Marcel F. Gilbert
Asst. Superintendent
Willingboro Schools
Burlington County

"EIC helped us to evaluate our summer program for the handicapped, also to submit an EPDA proposal to help for our next summer program.

Walter Donovan
Child Study Supervisor
Ocean County

"Seven workshops in seven districts all in one day. It was quite a production for us. EIC helped by giving us ideas, providing advertising on a broad scale, and preparing a slide-tape show."

Edward Baruffi
Supervisor of Child Study
Atlantic County

"We liked the way you helped us with our perception workshop."

Paul Weil
County Helping Teacher
Cape May County

"EIC's help is quick. . . it's practical . . . it's relevant."

John Garrity
Principal
Park Avenue School
Pleasantville
Atlantic County

"EIC helped us in establishing a 'Career Day for Handicapped Children.'"

Louis Saramdoulias
Supervisor, Special Needs
and Cooperative Education
N.J. Dept. of Education

"The PERT Workshop was a very enlightening experience to me."

L. William Morris
Superintendent, Upper
Deerfield Twp. Schools
Cumberland County

"The availability of resources in the form of materials and personnel for special education has materially increased through the efforts of the Educational Improvement Center. Now planning is being directed toward meeting needs on a more coordinated regional basis."

Dr. Norman Hafemeister
Director of Special Ed.
Glassboro State College
Gloucester County

"I feel SEIMC (a service of EIC) provides services not available before. The opportunity to use materials with children and to determine suitability before purchase is a tremendous resource."

Charlotte Graisbury
Supervisor of Learning
Disability Specialists
N.J. Dept. of Education
Burlington County

"EIC helped me design an evaluation for my Mini-Grant Project."

Minaruth Galey
TV Teaching Specialist
Willingboro Schools
Burlington County

"EIC helped me plan a school-to-home televised public relations program."

Frank Ponti
Principal
Fenwick School, Salem
Salem County

and...

Figure 39. Testimonials for the Educational Improvement Center.

III. Evaluation of the Seminars

As stated earlier, the evaluation of the Seminars must of necessity be limited to the immediate reactions of the attendees. A measure of the Seminars' effectiveness in achieving the objective of increasing communications and awareness among centers could come only with the lapse of time. Such a follow-up would need to assess the Seminar inspired programs, the procedures that were adopted by the participating centers, the "invisible colleges" that grew out of the personal contacts made, and cooperative ventures that resulted. In lieu of the ideal, this section, representing the responses of the attendees, is presented as both the preliminary and terminal evaluation of the Seminar series.

Evaluation forms were given to all attendees on the final day, with the exception of those who left early or had dropped out. (If notified of their intentions to leave, the staff did provide a form for their completion). Of the approximately 227 attendees, 136 responded,* many of whom exercised the option of signing their names. The instructions to the attendees were as follows:

> Your assessment of this Seminar will
> assist us in our evaluations and in
> the conduct of the remaining Seminars.
> Please respond candidly and feel free
> to elaborate on areas not covered
> specifically in the questions.

Three sections that have been tabulated for the entire series are presented first. Following these are the tabulations for each of the Seminars. They have been presented in this manner to show the differences in satisfaction that were represented at each Seminar and the range of opinions held at each. Selected responses to the open-ended questions are presented in abbreviated and summary form

OVERALL VIEW
Level of Experience

No experience 8%
Little experience 34%
Some experience 34%
Considerable experience 24%

---

*This total figure of 136 respondents breaks out for each Seminar as follows: I-21; II-19; III-20; IV-18; V-21; VI-19; VII-23; VIII-13. The total responses for each question do not necessarily match these numbers because all items were not completed by each attendee.

Overall Seminar Rating

Excellent 30% Good 48% Fair 19% Poor 3%

Relevancy

71% relevant to your interests
29% only peripherally relevant
1% not relevant at all

Seminar Evaluation

I. Minneapolis

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 2

*Little experience

Some experience 17

Considerable experience 2

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 2 Good 11 Fair 5 Poor 1

   What were the outstanding features?

   - Luncheon Speakers
   - Attendee Presentations
   - Sharing of Materials
   - Computer Demonstration
   - Variety in organizations represented
   - Exchange of information
   - Organization of seminars

   What were the principal weaknesses?

   - Too varied an audience
   - Too theoretical
   - Lack of specificity
   - More group involvement in planning agenda

---

*This category was not included in the evaluation form until after Seminar I.

(Minneapolis continued)

2. Rate the following items:

		Excellent	Good	Fair	Poor
a.	Topic Presentations	3	12	5	-
b.	Large Group Discussions	2	12	7	-
c.	Small Group Discussions	2	6	9	-
d.	General exchange of information among attendees	7	11	2	-
e.	ERIC slides	2	9	4	6
f.	Computer Demonstration	-	-	-	-
g.	Luncheon Speakers	8	7	5	-
h.	Balance and Variety in Scheduled Activities	6	10	4	-
i.	Hotel Arrangements	4	8	3	-

Comments on the above items:

- Need for grouping attendees by center types
- More "how-to-do-it" sessions
- Shorten the schedule
- More specific preparation

3. Do you feel the topics were generally

7 relevant to your interests
11 only peripherally relevant
1 not relevant at all

4. Any additional comments or suggestions for future seminars.

- Shorten schedule and sessions
- More "how-to-do-it"
- Less diversified audience
- More structure
- Presentation of operational problems by prepared participants

(Minneapolis Continued)

5. How did you first learn about the Seminar?

9 SDC publicity (flyer, newsletter)

2 HEW/OE news releases

1 ERIC Clearinghouse newsletter

1 Newspaper, magazine, newsletter
(name: not-identified)

4 Recommended by colleague or superior

1 Other (please identify) ERIC Central News Release

3 More than one of the above

Seminar Evaluation

II. New York

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience	1	Some experience	10
Little experience	4	Considerable experience	4

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

Excellent 3 Good 10 Fair 4 Poor 2

What were the outstanding features?

- **Speakers and leaders**
- **Group Exchange**
- **Small Groups**
- **Variety**

What were the principal weaknesses?

- Too much ERIC
- Feeling of being programmed
- No computer demonstration
- Not enough information
- Lack of homogeneity
- Small groups too brief

(New York continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	4	11	4	-
b. Large Group Discussions	2	10	6	1
c. Small Group Discussions	4	13	4	2
d. General exchange of information among attendees	9	6	3	-
e. ERIC slides	3	4	8	4
*f. Computer Demonstration				
g. Luncheon Speakers	4	9	4	-
h. Balance and Variety in Scheduled Activities	5	8	6	-
i. Hotel Arrangements	-	7	4	-

Comments on the above items:

- Too long a seminar
- Location not convenien
- Missed the on-line demonstration
- Slides were juvenile

3. Do you feel the topics were generally

14 relevant to your interests
5 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- Consolidate program
- Drop Cocktail Party
- Extend program to 12 hrs a day for 2 days
- Lengthen discussions
- Use more isolated hotel
- Add users from the field
- Too much ERIC
- Better coverage of ERIC
- Better planning

---

*The computer demonstrator was not presented at this Seminar.

(New York continued)

5. How did you first learn about the Seminar?

__8__ SDC publicity (flyer, newsletter)

__1__ HEW/OE news releases

__1__ ERIC Clearinghouse newsletter

__1__ Newspaper, magazine, newsletter
(name: Education Research Report)

__5__ Recommended by colleague or superior

__1__ Other (please identify) asked to substitute

__1__ More than one of the above

Seminar Evaluation

III. Washington, D.C.

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 2
Little experience 1
Some experience 10
Considerable experience 7

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 5 Good 8 Fair 6 Poor 1

   What were the outstanding features?

   - Information on ERIC
   - Exchange of information
   - Small Groups
   - Computer Demonstration
   - Planning
   - Luncheon Speakers

   What were the principal weaknesses?

   - Too many people - too varied
   - Lack of variety
   - Lack of use of technology
   - Poor discussion topics
   - Lack of new information

(Washington, D.C. continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	6	8	6	-
b. Large Group Discussions	2	5	11	1
c. Small Group Discussions	3	10	5	2
d. General exchange of information among attendees	7	10	2	1
e. ERIC slides	2	11	5	1
f. Computer Demonstration	4	10	6	-
g. Luncheon Speakers	5	6	3	-
h. Balance and Variety in Scheduled Activities	2	7	10	-
i. Hotel Arrangements	1	5	3	3

Comments on the above items:

- Good starting points
- Luncheon speakers provided a good balance
- Facilities inadequate; poor

3. Do you feel the topics were generally

12 relevant to your interests
8 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- More emphasis on ERIC
- Smaller conference
- Better pre-planning
- More selectivity of participants
- Better discussion leaders

(Washington, D.C. continued)

5. How did you first learn about the Seminar?

   __7__ SDC publicity (flyer, newsletter)

   __3__ HEW/OE news releases

   __2__ ERIC Clearinghouse newsletter

   __1__ Newspaper, magazine, newsletter
   (name: Report on Educational Research)

   __3__ Recommended by colleague or superior

   __1__ Other (please identify) Dr. Burchinal

   __3__ More than one of the above

Seminar Evaluation

IV. Chicago

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 3

Little experience 4

Some experience 9

Considerable experience 2

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 7 Good 10 Fair - Poor -

   What were the outstanding features?

   - Exchange of information
   - General approach
   - ERIC
   - Speakers
   - Computer
   - Leadership and participants
   - General meetings

   What were the principal weaknesses?

   - Long sessions
   - Pre-seminar correspondence
   - Physical environment
   - Small groups

(Chicago continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	6	11	-	-
b. Large Group Discussions	6	8	3	-
c. Small Group Discussions	6	9	3	-
d. General exchange of information among attendees	10	7	-	-
e. ERIC slides	2	2	3	1
f. Computer Demonstration	11	1	-	-
g. Luncheon Speakers	10	8	-	-
h. Balance and Variety in Scheduled Activities	6	7	2	-
i. Hotel Arrangements	2	7	5	-

Comments on the above items:

- ERIC slides unsophisticated
- Good catalysts present for participation

3. Do you feel the topics were generally

16 relevant to your interests
2 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- Increase days/schedule
- Prepare for in-depth small groups
- More help for "just starting" people
- Structure "like" small groups
- More small groups

(Chicago continued)

5. How did you first learn about the Seminar?

8 SDC publicity (flyer, newsletter)

2 HEW/OE news releases

2 ERIC Clearinghouse newsletter

1 Newspaper, magazine, newsletter
(name: Unidentified)

____ Recommended by colleague or superior

1 Other (please identify) By word of mouth from associates

4 More than one of the above

Seminar Evaluation

V. Atlanta

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 2
Little experience 4
Some experience 6
Considerable experience 9

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 2 Good 4 Fair 5 Poor -

   What were the outstanding features?

   - Computer demonstration
   - Exchange of ideas
   - Small groups
   - Materials
   - ERIC information
   - Attendees
   - Flexibility

   What were the principal weaknesses?

   - Unstructured individual presentations
   - Lack of clarity in use of terms
   - So little similarity between information centers
   - Un-like small groups
   - Too much ERIC

(Atlanta Continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	-	16	5	1
b. Large Group Discussions	1	12	9	-
c. Small Group Discussions	8	10	2	2
d. General exchange of information among attendees	10	9	2	-
e. ERIC slides	3	9	6	3
f. Computer Demonstration	8	13	-	-
g. Luncheon Speakers	3	10	7	-
h. Balance and Variety in Scheduled Activities	4	13	3	1
i. Hotel Arrangements	1	8	8	2

Comments on the above items:

- ERIC slides unprofessional
- Too much depending on attendees
- Too much time on ERIC

3. Do you feel the topics were generally

13 relevant to your interests
6 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- A motivation filmstrip giving background information specifically for this group
- More "how-to-do-it" sessions
- Shorter presentations
- Better pre-seminar correspondence
- Conduct seminar on-site of a good center
- Regionalism may be limiting
- Bring one or two outstanding presentations to following seminars

(Atlanta continued)

5. How did you first learn about the Seminar?

12 SDC publicity (flyer, newsletter)

- HEW/OE news releases

- ERIC Clearinghouse newsletter

1 Newspaper, magazine, newsletter
(name: unidentified)

5 Recommended by colleague or superior

- Other (please identify)

3 More than one of the above

Seminar Evaluation

VII. San Francisco

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience -

Little experience 2

Some experience 11

Considerable experience 6

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 8 Good 11 Fair - Poor -

   What were the outstanding features?

   - ERIC
   - Interaction: Exchange of ideas
   - Good pre-planned structure
   - Network discussions
   - Opportunities to plan formal interface with other Centers
   - Informality
   - Stimulating sessions
   - Variety
   - Attendee presentations
   - Problem identification sessions
   - Opportunities to discuss problems and solutions
   - Mixture
   - Excellent attendees

   What were the principal weaknesses?

   - "Getting off the track" in discussions
   - None
   - Became repetitious after Wednesday
   - Too much ERIC--not enough management information, mostly operational
   - More use of media in presentations
   - More in depth problem solving: need some answers

(San Francisco continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	8	9	1	-
b. Large Group Discussions	4	14	1	-
c. Small Group Discussions	10	6	3	-
d. General exchange of information among attendees	14	5	-	-
e. ERIC slides	-	2	8	5
f. Computer Demonstration	11	5	2	-
g. Luncheon Speakers	10	7	1	-
h. Balance and Variety in Scheduled Activities	8	9	2	-
i. Hotel Arrangements	1	7	3	3

Comments on the above items:

- smooth and efficient
- Computer demonstration too short
- ERIC slides: information excellent; graphics, poor
- good location
- Free evenings-good
- Attendee materials were good

3. Do you feel the topics were generally

16 relevant to your interests
2 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- Homogeneous grouping according to level of knowledge
- Keep variety in agencies represented
- Add topics: data processing of input information and comparison of ERIC with other large systems
- Time length good-no longer
- Add visits to facilities
- More use of A-V
- More structure
- It is time to design a national, state, local system

(San Francisco continued)

5. How did you first learn about the Seminar?

6 SDC publicity (flyer, newsletter)

- HEW/OE news releases

2 ERIC Clearinghouse newsletter

4 Newspaper, magazine, newsletter
(name: Education Report; ERIC User Notes)

3 Recommended by colleague or superior

1 Other (please identify) Dr. Burchinal

3 More than one of the above

Seminar Evaluation

VI. Denver

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 1
Little experience 4
Some experience 14
Considerable experience 4

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

Excellent 14 Good 9 Fair - Poor -

What were the outstanding features?

- Way conducted
- Relaxed atmosphere
- Organization
- Personal participation
- Time given to think
- Varied representation
- Valuable ideas produced
- Interaction by small groups
- Becoming familiar with ERIC
- Purposeful small groups
- Good leaders
- Appreciation for existing outlets of information
- Variety
- Personnel involved

What were the principal weaknesses?

- None
- Located downtown
- Needed group leaders
- Needed specific problems discussed
- More cost discussions
- Local tour
- More movement
- Longer seminar
- Needed to be more problem solving
- Participants need more literaure before conference
- Time for combined analysis of topic
- More information and discussin on national network

(Denver continued)

2. Rate the following items:

	Excellent	Good	Fair	Poor
a. Topic Presentations	10	10	4	-
b. Large Group Discussions	8	13	1	-
c. Small Group Discussions	12	8	2	-
d. General exchange of information among attendees	14	9	-	-
e. ERIC slides	5	5	8	4
f. Computer Demonstration	11	11		-
g. Luncheon Speakers	12	3	2	-
h. Balance and Variety in Scheduled Activities	9	10	3	-
i. Hotel Arrangements	6	12	1	-

Comments on the above items:

- Groups improved during seminar
- Hotel too expensive
- Longer time operating computer
- Need for A-V Center presentations

3. Do you feel the topics were generally

18 relevant to your interests
5 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- Group social hour
- More adequate preparation by attendees
- Expand to total systems approach
- More audio-visual presentation
- More attention to smaller information centers
- Visit functioning information center

(Denver continued)

5. How did you first learn about the Seminar?

__13__ SDC publicity (flyer, newsletter)

__3__ HEW/OE news releases

__1__ ERIC Clearinghouse newsletter

__1__ Newspaper, magazine, newsletter
(name: Pace Report)

__1__ Recommended by colleague or superior

______ Other (please identify)________________________

__1__ More than one of the above

Seminar Evaluation

VIII. Boston

In order to help us better understand your comments please rate yourself with respect to general experience in the field of education information.

No experience 1
Little experience 2
Some experience 6
Considerable experience 4

1. Rate the overall effect of the Seminar based upon your expectations and the stated Seminar objectives of providing a forum for the exchange of ideas, programs, and problems among center personnel in each region.

   Excellent 2 Good 4 Fair 7 Poor -

   What were the outstanding features?

   - On-line demonstration
   - Exchange of experiences
   - ERIC presentations
   - Variety
   - Small groups
   - Feedback on previous seminars

   What were the principal weaknesses?

   - Mixture of people
   - Not enough information provided--"hard info"
   - Too general
   - Too much time generating discussions
   - Spark not fused
   - Variety
   - Exchange between document and media people

3OF4

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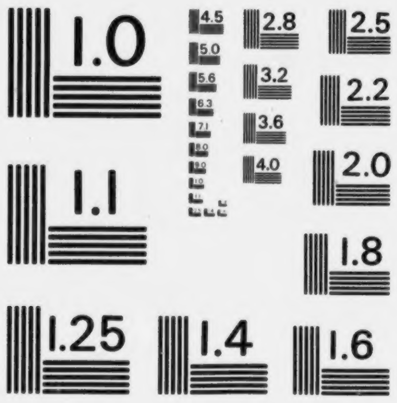
1.0
4.5
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6.3
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2.0
1.1
1.8
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1.4
1.6

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

(Boston continued)

2. Rate the following items:

		Excellent	Good	Fair	Poor
a.	Topic Presentations	3	5	4	1
b.	Large Group Discussions	4	4	4	1
c.	Small Group Discussions	2	5	5	1
d.	General exchange of information among attendees	5	5	3	-
e.	ERIC slides	2	4	3	3
f.	Computer Demonstration	9	3	-	-
g.	Luncheon Speakers	2	5	3	1
h.	Balance and Variety in Scheduled Activities	2	1	6	2
i.	Hotel Arrangements	4	2	1	3

Comments on the above items:

- ERIC slides uneven: 1st-poor; 2 & 3-good
- Hotel poor

3. Do you feel the topics were generally

8 relevant to your interests
4 only peripherally relevant
- not relevant at all

4. Any additional comments or suggestions for future seminars.

- Greater use of materials prepared for specialized group
- Use of modular system
- Uses of case studies - local, state, federal
- Involvement of people in planning
- Cocktail party

(Boston continued)

5. How did you first learn about the Seminar?

5 SDC publicity (flyer, newsletter)

3 HEW/OE news releases

3 ERIC Clearinghouse newsletter

- Newspaper, magazine, newsletter
(name: ____________________)

- Recommended by colleague or superior

- Other (please identify) ____________________

2 More than one of the above

SURVEY REPORT

A second survey was performed by SDC to gather information for an updated and expanded edition of the 1969 Directory of Educational Information Centers. This activity involved the performance of four principal tasks: (1) identification of the survey population; (2) refinement of the questionnaire used in the 1968 survey; (3) conduct of the survey; and (4) compilation of the directory. Each of these is described briefly below.

I. Identification of the Survey Population

The basic survey population was the almost 300 entries in the 1969 Directory. Almost 700 other organizations and agencies were identified. Some of these were included in the preceding survey; others were newly identified as potential sources of educational information services. The total population of approximately 980 is categorized in Figure 40.

II. Refinement of the Questionnaire

Although the basic survey instrument was retained, some changes were made based on the response analysis of the preceding year. To elicit more accurate data, the following areas were revised: (1) the services and products section was expanded and more clearly divided; (2) the staff section was re-worded to obtain information personnel only; and (3)the ranges in holdings categories were narrowed and a media section was added. The revised questionnaire is enclosed as Appendix D.

III. Conduct of the Survey

The procedures employed in the management of the survey and the mailing of the questionnaires were basically the same as those of the preceding year. Improvements were made as dictated by this previous experience. Three mailings were made; an initial mailing and two follow-ups. The survey process is represented in Figure 3. Drafts of the entries were submitted to the centers for their approval; approximately 50 per cent of the centers responded with changes or merely indicated their approval.

I V. Compilation of the Directory

A total of 470 respondents indicated their desire to be considered for inclusion; 202 were accepted. Questionnaires were reviewed by category and different considerations were brought to bear on each group in the selection process. The decisions made were subjective, as the application of rigid criteria was believed to be ineffective for the purpose of working with this diverse population.

The most important--and most difficult--category was the local (and Title III) respondents. Centers indicating comprehensive and/or special subject collections in combination with a full service program were most easily identified as appropriate for inclusion. A prime group for exclusion were the Title III projects that are only involved in disseminating project information. These projects are best accessed through the Pacesetters collection of ERIC.

State agencies were selected on the basis of their offering ERIC and/or other bibliographic services. Those that indicated some coordinated efforts (if operational) among several departments were also included. Respondents in the management information area were generally excluded, for this is an assumed State function. Almost all RCU's were included, based on their ERIC and research dissemination programs. Only a few State education associations indicated a service orientation in addition to their publication function; these few were included.

The Regional Educational Laboratories, Research and Development Centers, Special Education Instructional Materials Center, national network members, and OE Regional offices were grouped together in the new directory. Entries were written only for those with information services for more than internal staff members. The provision for on-site use of a collection was considered an important service in this group because of their ERIC collections and special collections supporting specific project areas.

National organizations and associations were selected for inclusion based on their indication of a willingness to supply information services and/or to have their collections used on-site. Their subject or educational areas of emphasis were also considered; only those of general and widespread interest were included.

	Initial Mailing	Response to First Mailing	Response to Second Mailing	Response to Third Mailing	Total Response	Total Response Percentage	Did Not Want to be Considered for Inclusion	Wanted to be Considered for Inclusion	Accepted as Directory Entries
· LOCAL EDUCATION AGENCIES	205	104	36	31	171	83%	109	62	33
· TITLE III ORGANIZATIONS	501	235	96	79	410	82%	147	263	91
· STATE EDUCATIONAL AGENCIES	50	30	8	8	46	92%	19	27	12
· RESEARCH COORDINATING UNITS	47	26	9	1	36	79%	6	30	25
· REGIONAL EDUCATIONAL LABORATORIES	15	14	0	0	14	93%	1	13	8
· RESEARCH AND DEVELOPMENT CENTERS	9	5	3	0	8	89%	1	7	0
· SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS	14	9	1	2	12	86%	2	10	12
· OFFICE OF EDUCATION REGIONAL OFFICES	9	5	1	2	8	89%	2	6	6
· SELECTED NATIONAL ORGANIZATIONS AND ASSOCIATIONS	77	31	14	13	58	87%	26	32	10
· STATE EDUCATION ASSOCIATIONS	54	23	8	8	39	73%	19	20	5
Totals	981	482	176	144	802	82%	319	470	202

Figure 40. Survey Statistics.

EXEMPLARY CENTER DESCRIPTIONS

SDC selected for visitation ten exemplary centers from those represented at the Seminars. In order to ensure adequate coverage of the variety of centers represented, the ten were selected under the following criteria: (1) geographical considerations; (2) State and local representation; and (3) mission/purpose representation. These centers provide a fairly representative sample of the types of organizations and centers involved in information services from the State and local levels.

Key personnel were interviewed extensively by the staff in the following areas: (1) History and Scope; (2) Staff; (3) Facilities and Equipment; (4) Information Resources; (5) Services and Products; (6) Internal Procedures; (7) User Information; (8) Involvement of Users and Parent Organization; (9) Cooperative Activities with Other Information Centers; (1) Keys to Success; (11) Special Problem Areas; (12) Future Plans. To the extent possible, each of these areas is represented in the descriptions that follow.

The first three centers are State level activities; the remaining seven are local and regional (multi-county) operations.

RESEARCH AND INFORMATION CENTER
NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION

Room 252, Education Building
Raleigh, North Carolina 27602

Affiliation: Division of Planning, Research, and Development, North Carolina State Department of Public Instruction

Director: Mrs. Gladys G. Ingle

History and Scope

The Research and Information Center was created in 1960. Its purpose is to maintain a comprehensive store of research and other educational information for dissemination to State Department personnel, as well as to other school personnel and educators throughout the State. Special emphasis is given to providing information to personnel who are in the process of planning new programs; to collecting and disseminating information about experimental programs within the State and elsewhere; and to assisting personnel at the local school level in establishing and using information centers. Ninety-five per cent of the Center's budget comes from the State; the remainder is Title V, ESEA funding.

Staff

The current Center staff numbers four: the Director, with background and experience in education, library science, and administration; a research information specialist; a library assistant; and a part-time clerk. The Director has been with the Center since it began.

Facility and Special Equipment

The center has five rooms occupying 1,200 square feet of space. One room houses the ERIC products and all microform materials and another, the reference collection; one contains the North Carolina historical collection and is also used for processing; journals and files are placed in the reading and study room; and one is the Director's office.

Equipment that is available for use at the Center includes one 3-M 400 reader-printer with microfilm and microfiche attachments; one 3-M Executive I reader-printer; one DuKane reader; one 3-M 209 photocopying machine; and IBM Executive dictation equipment. The Center has access to an NB printing and processing microfiche reporducer. Costs for operating the equipment are 10¢ per sheet for the reader-printer, 5¢ per sheet for the microfiche reproducing machine, and 5¢ per page for photocopying.

Information Resources

In addition to the complete ERIC microfiche collection, the Center's holdings include back microfilm and current issues of 275 journals, selected doctoral dissertations on microfilm and microfiche, basic education indexes, abstracts, and standard references, over 3,000 professional books, a large pamphlet and government publication file, selected subscriptions to news and research services, North Carolina public schools files, all PREP materials, selected dissertations on microfiche, and files on ERIC Clearinghouse activities. Publications of and about the State Department of Public Instruction dating back to 1850 are maintained, as are the North Carolina Public School files of evaluations, publications, special programs, handbooks, and special surveys. The acquisitions budget for fiscal year 1969-1970 was $11,166.

Services and Products

The Center staff provides various information services to Department personnel and others in the educational community. Information products are prepared regularly on topics of current interest to the State educational community; future information needs are anticipated whenever possible in the selection of topics. Literature searches are conducted through the ERIC products, as well as their own reference collection. For some requests, a computer search of material will be performed. From the resulting list of titles, the most pertinent ones are retrieved on microfiche for further examination.

To the extent possible, packages prepared are tailored to the needs of the requester. These might contain any or all of the following forms of information: basic bibliographies, annotated bibliographies, reprints of relevant articles and documents, in their entirety, for the State Department and the local educational agency personnel; reproduced ERIC microfiche; written reviews; summaries and precis of selected documents; and formal reports.

Several types of products are prepared by the Center staff. "Emphasis" is a weekly subject listing of current magazine articles and pamphlets too new to be listed in the standard indexes; "ERIC Instant Research" is an annotated subject bibliography covering ERIC documents pertaining to topics of current interest in the State Department and elsewhere; and "Recent Acquisitions" is a publication listing new and/or noteworthy books acquired by the Center. Annotated subject bibliographies resulting from ERIC computer searches and comprehensive reviews of the literature are issued on an irregular basis. Kits containing comprehensive information about the State, the Department, the ERIC program, the Research and Information Center, and other useful information for new staff members are also distributed.

Information requests are received by telephone or letter, and in person. During the month of April 1970, approximately 175 clients were assisted by the Center.

Internal Procedures

The Center employs conventional library procedures for the acquisition and circulation of materials. The Library of Congress system is used for cataloging and processing books. Statistical reports are prepared for acquisition, circulation, finances, users, and ERIC searches. Most of these procedures are handled by the library assistant and part-time clerk.

User Information

Users served include college and university students and faculty, public school personnel, the Research and Development Department staff, other State agencies, and some out-of-state educational personnel. The Center receives feedback on some of the disseminated products, such as the "ERIC Instant Research." However, no formal survey has been conducted.

Involvement of Users and Parent Organization

The involvement of the State Department staff is actively sought in the acquisition of materials and in the identification of the user needs. Personal contacts are made to learn individual professional needs.

Cooperative Efforts with Other Information Centers

Services are provided for the Regional Educational Laboratory, the North Carolina State Library, the University of North Carolina Library, North Carolina State University Curriculum Center, the Learning Institute of North Carolina, and the South Carolina Department of Education. The Center, in turn, borrows books and reference materials from these agencies.

Keys to Success

The staff believes that the attitude of the people providing services determines how they are used. Foremost, they strive to serve people pleasantly. In performing searches, all available resources are exhausted. The Center is open 24 hours a day and no rules and regulations for borrowing or circulation have been established, nor are there time limits or fines. People to people contacts are emphasized.

Special Problem Areas

The present shortage of personnel and space is a limitation in the services that could be provided. The staff frequently contends with a considerable backlog of requests, in addition to the urgent requests for on-the-spot or 24-hour responses.

Future Plans

Plans for expanded service are being made with the allocation of additional State and Federal monies. The facility will be increased and three additional professional personnel will be hired. In addition to expanding the present services, the Center is proposing several new activities, including the following: testing of a computerized retrieval system for the ERIC files; development of a systematic statewide (and regional) ERIC dissemination program; provision of consultative services on dissemination to State Education Agencies in the region; and work with teacher training institutions in increasing prospective teachers' awareness of the information resources available. Underlying this growth of services is a broadened base of users to be served.

ERIC CENTER, DEPARTMENT OF EDUCATIONAL RESEARCH
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS

325 South Fifth Street
Springfield, Illinois 62706

Affiliation:	Office of the Superintendent of Public Instruction State of Illinois
Director:	Dr. James Mendenhall, Director Department of Educational Research
ERIC Center Supervisor:	Miss Ellen Fitzgerald

History and Scope

The Department of Educational Research was founded in 1965 and expanded to the present staff of five professional personnel whose activities include providing information services and conducting basic research. A need for the ERIC system was recognized and an ERIC Center was developed in 1968. This center serves all interested publics including educators, legislators, and Office of the Superintendent of Public Instruction personnel.

An Advisory Council broadly representing educational and other institutions in Illinois assists the Department and center in establishing broad policy guidelines. Funding is obtained through the Illinois Department of Educational Research.

The center is centrally located for serving the entire State; however, some areas, such as Chicago and Champaign-Urbana have access to local ERIC collections, thus requiring less service from the ERIC Center in Springfield.

Staff

The Department of Educational Research has a staff of five professionals and four supporting staff. One of the professionals, a librarian, is the supervisor of the ERIC Center. She has been with the organization for less than a year. She draws on other Research Center professional and clerical personnel for assistance as required.

Facility and Special Equipment

The Department is housed in an area of approximately 3,600 square feet. The ERIC Center occupies one room within this area of approximately 180 square feet and owns one 3-M 1400 microfiche reader-printer.

Information Resources

The center's holdings include a complete ERIC collection and the Research Department's professional library. The professional library of the Office of the Superintendent of Public Instruction with its collection of 4,000 titles is readily available as well as the Illinois State Library collection.

Services and Products

The ERIC Center supervisor performs searches through the ERIC products for individual requests. Resumes of documents relevant to the request are sent, free of charge, to the requester, who may then request the full text. The center reproduces up to 100 pages of hard copy of the documents, free of charge. Requests of documents in excess of 100 pages are referred to the ERIC EDRS service for purchase. Also, the center publishes selective bibliographies on subjects of broad general interest. Other services provided by the center include assistance to the Department of Educational Research with seminars and conferences, and publication of a newsletter through the Department entitled, "Research in Action" which announces activities and services of the ERIC center.

Approximately one-third to one-half of the librarian's time and one-half of a clerical person's time is required for literature searches, especially through the ERIC products, averaging 10 to 15 per week, and preparation of the resulting packets of information for distribution to the requesters. In addition, the librarian refers requests to other information resources, or searches the resources of other libraries.

The Department of Research distributes a minimum of 4,000 copies of each newsletter and 1,000 copies of each publication. The center handles the PREP programs and has distributed 1,500 copies. However, since PREP is now available through the ERIC system the center refers requesters to ERIC.

Internal Procedures

Requests are received through the mail or by telephone. When the requests are answered, a copy of the accompanying letter is kept in file. Searching for and responding to requests receives the highest priority and is carried out by the ERIC center supervisor.

User Information

While there has been no formal study of the users, it is estimated that public school personnel are the most frequent users. In the near future, the center will determine who are users by means of a systematic survey of their file of letters requesting information.

The distribution list of the Department of Educational Research which represents the distribution of ERIC center products and announcements includes Superintendents, Educational Service Regions, chief school administrators, school principals, the Deans of the Colleges of Education, Chief State School Officers and Special Education Administrators.

Involvement of Users and Parent Organization

Members of the professional staff assist in responding to information requests whenever called upon by the ERIC Center Supervisor. Also, there is cooperation between all professional staff members of the Department of Educational Research in preparing reports and publications.

A recent memorandum to the professional staff of the entire Office of the Superintendent of Public Instruction requested identification of each staff member's interests and areas of specialization which will be included in a total resource information file, which will ultimately be used to gather additional information or place them in communication with other resource persons.

Cooperative Activities with Other Information Centers

Assistance is available from outside researchers and other professionals in the field. The center is in close communication with other Illinois institutions which offer ERIC resources and has prepared a bibliography jointly with the ERIC clearinghouse on Early Childhood Education at the University of Illinois, Urbana. The center has a cooperative arrangement with the Special Education Instructional Materials Centers as well as various other departments who provide the center with considerable support.

Future Plans

A plan is being developed for incorporating the documents published by the Illinois Office of the Superintendent of Public Instruction into the ERIC system. Also, there will be greater emphasis on publicity for the ERIC system and an increase in the dissemination of information resulting from ERIC searches. At some time in the future the center will acquire the magnetic tape of the ERIC collection to be handled by the data center adjacent to the Department of Educational Research.

Plans are underway for future conferences on educational research. Also being planned is a conference for persons who are involved in the ERIC program in the State of Illinois on ways and means of extended cooperation.

NEW YORK STATE ERIC SERVICE
RESEARCH COORDINATING UNIT
STATE EDUCATION DEPARTMENT

Room 468, Education Building Annex
Washington Avenue
Albany, New York 12224

Affiliation: New York State Education Department

Director: Dr. Louis Cohen

ERIC Service
Coordinator: Mr. Gregory M. Benson

History and Scope

The ERIC Service began in 1969 as a vocational education information distribution center through the New York State Research Coordinating Unit (RCU) for the ERIC Clearinghouse for Vocational and Technical Education at Ohio State University. As coverage expanded to the entire ERIC collection, the Service became an ERIC resource for the entire State. The RCU has since identified and enlisted the cooperation of a number of institutions throughout the State which house complete collections of ERIC materials. The number has grown to 32 cooperating institutions (regional centers), each one assigned to a geographic area within the State. The ERIC Service in Albany, along with its 32 cooperating institutions, encourages the generation of useable research and innovation, as well as the utilization of existing research. Although the user population is reached mainly through the regional centers, the ERIC Service in Albany responds regularly to requests from persons who do not have access to the centers.

Funding for the RCU comes from New York State and from the U.S. Office of Education under the Vocational Education Act.

Staff

The staff of the ERIC Service includes three full-time professionals and two part-time. The Coordinator has been with the RCU for two years and brings to the program a background in education and social science. Library science and computer skills are also represented within the staff.

Facility and Special Equipment

The RCU and ERIC Service own one 3M 400 reader-printer, one IBM document viewer, one Atlantic microfiche printer and developer, and six Atlantic Gypsy portable readers. One Recordak microfilm reader-printer is housed in the State Library, in addition to several other equipment items.

Information Resources

The entire ERIC collection is purchased and housed by the education section of the State Library. Their other materials are also available to the Service. The entire New York State Curriculum in the form of microfiche is also housed nearby. Each of the 32 regional centers has the entire ERIC collection and, in most cases, additional information resources.

Services and Products

Requests which come directly to the ERIC Service in Albany are met with specific literature searches through the ERIC materials, and through other educational journals, upon request. The requester is generally supplied with reproductions of the ERIC microfiche. Individuals who do not have access to microfiche readers are sent copies of ERIC resumes and are instructed on the ordering of hard copy from the ERIC Document Reproduction Service. The ERIC Service responds to an average of ten requests per operating day. These requests come mostly from educators, sometimes from private industry; geographically, the requesters are usually from regions within the State which have not been assigned to a regional cooperating institution. One full time professional works to provide this service.

Recently the ERIC Service has conducted computer searches of the ERIC files on an experimental basis. Thus far, bibliographies have been prepared on current issues, such as drugs, environmental education, student activism and civil rights. These have received only limited distribution thus far. An experimental computer search program will begin with nine of the 32 cooperating institutions in the Fall of 1970.

Another service is the review and processing of New York State educational documents for input into the ERIC system. The ERIC Service acts as a clearinghouse for these documents, which are sent to central ERIC for consideration. Approximately 40 documents are processed per month.

The Service in Albany encourages local use of the ERIC products at the cooperating institutions. The Service personnel have sponsored and conducted a number of ERIC training sessions throughout the State. In addition, consultative services are available to individuals outside the State requesting help in establishing a similar Service unit.

Internal Procedures

The Service records the following information on each request: 1) the type of institution from which the request was received; 2) documents that were sent; 3) number of microfiche reproduced; 4) the number of referrals; and 5) the number of documents resulting from the computer search. For the ERIC input activity, records are kept on the number of documents received, the total number processed, and the number rejected at the RCU ERIC Service. A monthly report incorporating these statistics is prepared.

User Information

During the first two months of operation--January and February of 1970--users of the Service could be categorized as follows: local educational agencies, post secondary institutions, Boards of Cooperative Educational Services, New York State Education Department staff, other state agencies and RCU's, educational associations or organizations, public libraries, private industry, and non-affiliated individuals.

The Service receives informal feedback periodically from the regional centers regarding their users and user needs.

More specifically, the Service, in cooperation with the Clearinghouse for Vocational and Technical Education at the Ohio State University, is conducting a survey among vocational and technical educators in order to determine present patterns of use and the needs of this population.

Involvement of Users and Parent Organization

The RCU works through its regional centers and other contacts to involve users in its program. These regional representatives often serve in a steering committee capacity for the Service.

Cooperative Acitvities with Other Information Centers

The RCU ERIC Service has been established as a coordinating point among several cooperating components: the State Library, the State Curriculum Laboratory, the Special Education Instructional Materials Center, the ERIC System, and particularly, the Clearinghouse on Vocational and Technical Education. Of great importance to the success of the Service are the 32 cooperating institutions that are providing local access to the ERIC collection.

Keys to Success

The RCU has developed its service through the use of existing organizations, particularly of those at the local level, many of which are receiving State or Federal funding. This decentralized operation has allowed more person to person contact, especially with teachers at the local level.

Special Problem Areas

Two major problems have been identified by the Service: 1) presently the RCU ERIC Service is inhibited as a result of having no distinct funding from State or Federal sources; and 2) there is a recognized need for increased work with users in narrowing down fielded requests so that the computer can be used more frequently and more effectively.

Future Plans

The RCU has submitted a proposal which would result in a separate unit to maintain the Service. Also, a slide-tape ERIC presentation, which outlines Federal, State and local settings of service, is being developed. It is anticipated that multiple copies of the Federal-State presentation will be sent to all cooperating institutions; they can then add their own local sections, patterned after the prototype to be produced.

The RCU is continuing to experiment with its computerized ERIC retrieval system and will promote this capability more actively in the near future.

RESEARCH INFORMATION CENTER
DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Presidential Building, Suite 1013
415 12th Street, N.W.
Washington, D.C. 20004

Affiliation: Public Schools of the District of Columbia

Coordinator: Mr. Roger Fish

History and Scope

The Research Information Center (RIC) was initiated by Dr. Mildred P. Cooper, Acting Division Head, who assigned two people to organize the Center in support of their research efforts. Since it was officially opened in January 1970, the operation has grown and its services are now extended to the entire school system. The purpose of the RIC is to assist professional staff of the school system by providing information services for projects involving educational research, evaluation, and program planning. At present, the Center serves the entire D.C. school system from its one location. The Center is funded by the Public Schools of the District of Columbia, Division of Planning, Research, and Evaluation; Title III, ESEA; and the Vocational Education Act.

Staff

The RIC staff is composed of a full-time coordinator, a full-time research assistant, and an assistant who works 10 months per year. The equivalent of one full-time clerical person from the Division's clerical pool is available.

Facility and Special Equipment

The Center is housed in approximately 700 square feet of space. There is a small office for the two full-time personnel; it also serves as a viewing area for the ERIC microfiche. The remaining space is occupied by filing cabinets and the user area. In the near future, carrels for individual users will be available.

Library materials are arranged in the following categories: curriculum materials, general research materials, statistical studies and tabulations, Federal programs, periodicals, bulletins, reference books, ERIC materials and microfiche, and the ERIC Clearinghouse newsletters. Some of the D.C. school system reports and documents are being placed on microfilm and will be available in the Center.

The Center has two DuKane 3M microfilm readers and two 3M 400 reader-printers. The Center also has one DuKane 3M record and film strip viewer, which is used for demonstrating the How to Use ERIC training presentation to D.C. school system personnel.

Information Resources

The RIC maintains the complete ERIC microfiche collection and CIJE indexes, NEA materials and indexes, 33 educational periodicals, reference material on educational research and resources, the archival material of the D.C. school system, and reference material of urban and Federal interest. A historical collection of Superintendent and Board of Education Reports dating from pre-Civil War years, and statistical reports and budgets of the D.C. school system from 1910 to the present are also housed in the Center.

Services and Products

The Center, which functions as a library as well as an information center, is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. Clients may use the materials on site or request that searches be performed by the Center personnel. As requests are received--many by phone--they are recorded on a detailed form for the literature search. The approximately three to four requests received daily require searches of varied length and depth.

The search product is a list of titles from ERIC and other reference materials housed in the Center. At present, these lists are written and sent to the client for review. The microfiche or the other reference materials cited may be used at the Center. If ERIC abstracts are of interest, these may be photocopied for the client. Whenever possible, the Center also provides copies of periodical articles.

A service provided by the Center in the form of a product is the revision and publication of the booklet "Facts and Figures," an official publication of the D.C. Schools.

Internal Procedures

For the acquisition of new materials, the Coordinator initiates requests and the research assistant records them. Information concerning the requests and ordering the materials is recorded on a special form which is retained until the material is received.

A card catalog of holdings is arranged by periodicals, bulletins, historical documents, PREP materials, D.C. school budget, statistical studies, and NEA indexes. Indexes are also divided into subject headings for the general research file and for the newspaper clippings file. An in-house index exists for non-CIJE periodicals.

The priorities for the purchase and storage of materials have been established, placing ERIC materials first, NEA materials second, and microfilm and periodicals third. Books are the lowest priority.

User Information

The educational community served includes the school board, school administration, principals, supervisors and supervising directors, teachers, members of the community, and a limited number of clients outside of the school district. It is estimated that central administration currently makes up approximately eighty percent of the users.

The RIC staff is collecting information on user satisfaction by placing follow-up phone calls and recording the responses. The results will form a partial base for the evaluation of the Center's activities.

Involvement of Users and Parent Organization

In many instances, the Center personnel initiate services; for example, they call to the attention of people working in a given area the pertinent PREP materials. Although they have been assisting with the writing of proposals, in the future the staff will only conduct literature searches for proposal efforts.

Cooperative Activities with Other Information Centers

The staff has worked with local universities, libraries, and information centers, the National Education Association, as well as local ERIC Clearinghouses and Montgomery County schools, to establish an exchange program. Clients have been referred to the Research Information Center by the NEA as well as by the U.S. Office of Education. The staff has established other personal contacts through seminars and institutes.

The Center receives the newsletters of all the ERIC Clearinghouses and has requested to be placed on the mailing lists of all the Educational Laboratories, as well as some of the Special Education Instructional Materials Centers. They have consulted with the Clearinghouse staffs for evaluation methods, and have established working relationships with national centers for educational media. They have attempted to contact all nationwide systems for information referrals and exchange.

Keys to Success

The RIC provides personalized service whenever possible. They make a special effort to establish good relationships with their clients by personally delivering materials, by initiating information for various interested persons, and by placing follow-up calls to determine user satisfaction.

Future Plans

The Center has plans for growth that include expanded services, increased internal organization, greater visibility and contact with the school personnel, and wider involvement in selected educational areas. Specific examples follow: 1) computerized storage and retrieval system for handling the ERIC and CIJE tapes will hopefully be available in the near future to support the searching service; 2) workshops for the central administration and teachers are to be conducted in conjunction with the Office of Staff Development of the D.C. School System; 3) user preferences and needs will be studied in selected schools (two elementary, two junior high, and two senior high) which will be provided with subscriptions to Research in Education and Current Index to Journals in Education; 4) a card catalog for books and an internal procedures manual are to be developed; and 5) interlibrary loan service with local universities, public, and private libraries will be established.

CONTRA COSTA COUNTY PACE CENTER

75 Santa Barbara Road
Pleasant Hill, California 94523

Affiliation: Contra Costa County Schools Library

Director: Mr. John G. Jegi

Librarian: Mrs. Lois D. Heller

History and Scope

The Contra Costa County Center is one of California's 21 PACE Centers. It was established in 1966, through Title III, ESEA funding, to promote the diffusion of educational innovation. Specifically, the Center's goals are to provide a system and resources for innovation in education; to stimulate sensitivity to changing needs; to set priorities; to locate and select solutions; to design proposals; to reset priorities and select funding alternatives; to prepare project applications; and to provide for the dissemination of information.

Through their information activities, the Center supplements the County Schools Library with additional reference and research materials and with additional staff for processing and conducting searches. Information services are available to educators in the county's eighteen school districts for research, background, or updating on any education related subject, so long as the search results will ultimately benefit students.

The Center is centrally located with respect to the 730 square mile area served. The farthest distance between the facility and any school is 32 miles.

Staff

The PACE Center program and project development staff includes a Director and two assistant directors. The Media Center is staffed with a librarian with background in school libraries and secondary education, a library clerk and two one-fourth time clerks. The County Schools Library staff includes one librarian and one professional whose responsibilities include management of the special collection, publication of a county newsletter, and news releases.

Facility and Special Equipment

In an adjoining facility, the PACE Center occupies 700 square feet, while the County Schools Library occupies 3,000 square feet. The PACE Center materials are arranged according to reference materials, ERIC microfiche, files of "local interest" documents, and archival copies of bibliographies produced by the Center.

The County Schools Library arrangement is by curriculum materials (publishers' review copies), professional books, curriculum guides, periodicals (hard copy of recent issues and microfilm of earlier issues), and County curriculum publications.

The Center and Library share one 3-M 1500 Reader-Printer for microfilm and microfiche, two 3-M Micro-Readers (table readers), and have access to two portable Datareproduction readers which are loaned out by the local Special Education Instructional Materials Center. There are no charges for services which require the use of the above equipment.

Information Resources

Holdings of the PACE Center and the County Schools Library are as follows:

	PACE Center	County Schools Library	Total
Books	3,274	8,726	12,000
Periodicals			
New professional journal subscriptions	106	101	207
Microfilm subscriptions of back files of periodicals	102		102
Abstracting services	11		11
Indexes to periodicals, etc.	7		7
Newsletters	64		64
ERIC Collection (except for Manpower Research)	complete		complete
Fugitive Document Collection	3,000	1,500	4,500

In addition to the above holdings, the County Schools Library has a collection of publishers' textbook samples, large print textbooks, curriculum materials, County office publications, and sample tests.

The collection of fugitive materials includes occasional papers, district level publications, applications for Federal projects, and copies of Federal laws and guidelines. These are materials which usually are not accessible through ERIC or the published literature. A Persons and Places File lists consultants and locations of exemplary programs within the State and region.

The PACE Center's acquisitions budget since it was first established in 1966 totals $36,826. For fiscal year 1968, the budget of $6,400 included books, $2,500; periodicals and microfilm, $1,900; and microfiche, $2,000.

Services and Products

The Center serves any request with the exception of graduate students' searches for term papers or theses. Searches are conducted through the ERIC products, the periodical indexes, and the Teachers' Collection; additional resources, such as the San Mateo County Information and Dissemination Center, are sometimes used.

The average search results in a packet containing 15 to 20 items, including bibliographies, photocopies of ERIC resumes, periodical articles, and copies of documents from the Center's local interest collection. From the ERIC resumes, the recipient may request specific microfiche of complete documents. These are reproduced for the PACE Center by San Mateo County for 8 1/2¢ per fiche, but at no charge to the user. The searches require from one-fourth of a day to ten days of Center personnel time; the estimated cost ranges from $13.00 to $500. Approximately one-third of the material which is sent out is returned, since the Center requests that unused materials should be returned.

In addition to the literature searching service, the PACE Center sponsors workshops for training users in the area of educational information.

The County Schools Library functions more as a conventional library with loan services. The Library averages 300 on-site visits per month and as many telephone information requests. The hours for both the PACE Center and the County Schools Library are 8:00 a.m. to 5:00 p.m., Monday through Friday. There is a weekly delivery to district offices and daily delivery to schools.

Internal Procedures

General administrative decisions for the PACE Center and County Schools Library are made by the County Schools Librarian; search-related decisions are made by the Center Librarian. Procedures for the Center's acquisition and organization of materials have been explicitly documented.

A resource file of all materials assembled for a search is maintained. All pamphlets, occasional papers, project proposals, district-generated documents, etc., are also filed by subject in the resource files. These are indexed by using the ERIC document resume form and assigning descriptors as is done for ERIC documents. Important items from each resume form are typed on cards and filed alphabetically to form a catalog. The ERIC form is used to ensure compatibility with the ERIC system for future computer usage.

The PACE Center's search records are kept by the Center Librarian. Other acquisitions, circulation and budget records are maintained by the County Schools Library staff.

User Information

The PACE Center's 117 users during 1969 were categorized as follows: Board Members, 2; County Office, 9; District Administration, 40; School Administration, 28; Teachers, 20; PACE Staff (also other PACE Centers), 9; and Others (lay groups, agencies, etc.), 9.

User satisfaction is measured informally by a periodic survey of clients. The only formal means of evaluation is a form which is completed by user workshop attendees. The PACE Center has received some feedback from clients whose requests have resulted in information which prompted significant change.

Cooperative Activities with Other Information Centers

The Contra Costa County PACE Center participates in the activities of the network of PACE Centers in California. Although informal, the network is quite active in the exchange of information and ideas. The Center Librarian has addressed several other PACE Centers about the information services of the Contra Costa County Center.

The Center works in close cooperation with the County Schools Library. Also of significant advantage to the Center are the arrangements with the San Mateo County Center for microfiche reproduction.

Keys to Success

The importance of contact with users is underscored by the Center's attitude that most dissemination activities should result from a user's expressed need.

Special Problem Areas

The PACE Center's most critical immediate problem is the lack of microfiche readers in the area. The Center encourages their acquisition with all clients.

Future Plans

The future of the PACE Center is somewhat dependent on the continuation of Title III, ESEA funding. The County will provide financial support for the Center. However, the nature of the program might possibly be changed, depending on the amount of funding the County will provide. The proposed plan provides for a merger of the PACE Center, the County Schools Library, the Special Education Instructional Materials Center and the County Audio-Visual Center. A detailed plan for the merger has not yet been established.

LORAIN COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

1005 North Abbe Road
Elyria, Ohio 44035

Affiliation: Lorain County Board of Education

Director: Mr. Ronald E. Jacobs

History and Scope

In 1967, the educational needs of Lorain County were studied by means of questionnaires, visits, informal conversations, meetings with city groups and students, and visits to schools throughout the United States. The findings of this survey, conducted under a planning grant, revealed not only a need for information dissemination, but for a resource center of educational equipment and materials, as well. The survey findings resulted in the funding of the Lorain County Supplementary Educational Center, through provisions from Title III ESEA, in 1968. Additional funding for the purchase of films came from Title II ESEA.

The purpose of the Center is to serve the immediate needs of teachers and students in everyday classroom activities. It is located in the geographical center of the public school districts and parochial schools that are served. The farthest distance from any school system is 35 miles. Presently, the Center is serving 137 buildings, 3,700 teachers, and 71,500 students.

Staff

The Center staff consists of ten professionals, with varying backgrounds in education, including administration and supervision, audio-visual, pupil personnel guidance, and special education. A supporting non-professional staff includes students and full-time secretaries. The Director has been with the Center for three years.

Facility and Special Equipment

A total space of 3,600 square feet is divided into four rooms providing for the separate housing of current materials, the film library, a production facility, and staff offices.

The Center owns more than 150 pieces of various types of equipment which are used for audio-visual and graphic arts production, duplication, projection, storage, film inspection, and distribution. Each school system is charged the direct cost for the consumable material used in production or reproduction.

Information Resources

Holdings of the Center include 2,000 films, 9 periodical serials, 1,500 textbooks, 400 professional books, 150 models and kits, 250 curriculum guides, a complete set of 3M Masters, a complete set of K & E diagonal overheads, and Research in Education. The acquisitions budget for fiscal year 1969 was $30,000 for the film library, and $2,500 for materials other than films. However, the Center acquired free textbooks, maps, globes and materials at a value of approximately $5,000, and free films, with a value of approximately $30,000.

Services and Products

Each school system has access to the film library as well as to the complete curriculum materials library. School personnel may come to the Center to select and borrow the materials, or they may order the materials which are distributed by five vans. Four of the vans make 138 stops daily to deliver films, while the fifth delivers all types of materials to the schools.

A community resource guide is prepared and distributed by the Center. A list of organizations and individuals, plus study trip information is included for use by school personnel in the planning of special programs. Another publication of the Center is a brochure entitled "Community Resources and Sources for Literature on Drug Abuse." The Center also publishes and distributes a catalog of films and materials.

In addition to the distribution of materials, the Center produces various types of materials, especially audio-visual. Production facilities may be used by the school personnel. The Center provides inservice training for teachers in production techniques, as well as in the utilization of the materials.

Continuous workshops are developed for the various types of inservice training necessary for the school personnel; this includes training in materials utilization and production, as well as methodologies and information in specialized areas, such as narcotics education. In addition, the Center sponsors programs in curriculum research and development, the creative arts--for students, and the study of child behavior. A monthly newsletter announces services provided by the Center as well as educational information within the County.

Hours are 8:30 a.m. to 5:00 p.m., Monday through Friday; Saturday, 9:00 a.m. to 12:00 noon; and Tuesday until 9:00 p.m.

Circulation statistics for a seven month period were as follows: curriculum guides taken out, 199; visits to the Center by entire school staffs, 44; teaching material loaned for use, 1,157; text books loaned for examination, 400; professional books loaned, 495; transparencies and dittoes made for teachers, 5,900.

Internal Procedures

Circulation records are maintained on the frequency of use; however there is no time limit placed on borrowed material. More emphasis is placed on evaluation of the effectiveness of materials in the educational program. Two professionals devote fifty percent of their time to this recordkeeping and evaluation function.

User Information

Surveys have been conducted among the users by the Center staff. The results indicate that an overwhelming majority feel that the Center is aiding education in Lorain County. Continuing evaluation has been based upon logs of activities, records of services performed, tabulation of materials produced, utilization indications and opinions of teachers served, staff self evaluation, and the findings of an outside evaluation committee.

Involvement of Users and Parent Organization: Keys to Success

A cooperative purchasing and service agency depends on the involvement, support, and participation of member school districts and boards of education. The achievement of this necessary cooperation has been a key factor in the success of the Center. Building on this base of support, the Center has emphasized a second key element, that of rendering service as requested.

Future Plans

Upon the termination of Title III ESEA funding on June 15, 1970, the Center plans to continue by means of local school funding; a $1.25 per-pupil assessment will be made on every school in Lorain County. The Center will retain only the distribution production and demonstration activities.

PROJECT COD INFORMATION CENTER

52 Ash Street
New Bedford, Massachusetts 02740

Affiliation: Project COD (Center for Organizational Development)
New Bedford School System

Director: Mr. Gerald F. J. Johnson

History and Scope

Project COD was established through a Title III ESEA grant to assist in curriculum development at the local level throughout four counties in southeastern Massachusetts. The Project's Information Center, established in 1968, grew out of the Director's interest in the ERIC program and the subsequent acquisition and implementation of the ERIC collection from the Regional Educational Laboratory in Massachusetts.

The Center's information activities are geared toward familiarizing all educators within the region with the ERIC system. The Project staff makes use of the ERIC system as a tool in the development of new educational programs.

Geographically, the Center is located 95 miles from its farthest member school system. The Center serves 6,800 educators, as well as 2,000 to 3,000 potential users in local colleges. Project COD serves 27 school systems in a four-county area.

Staff

The Project COD staff includes the Director and two other professionals, all with degrees in education, and two clerical personnel. The Director has been with the Center since 1968; only a part of his time is devoted to the Information Center.

Facility and Special Equipment

The Information Center occupies one 15' x 20' room. This accommodates all ERIC products, the ERIC microfiche files, and a local collection.

The Center has two Bell & Howell microfiche readers and one Bell & Howell microfiche reader printer. Charges for hard copy printout from microfiche are 7¢ per page if reproduced by the Center staff or 5¢ per page if self-copied.

Information Resources

In addition to the complete ERIC collection, local interest material such as curriculum guides resulting from work in specific schools is maintained. Also included in the holdings are a number of professional journals. A special collection on group dynamics includes most of the National Training Laboratories (NTL) materials.

The acquisitions budget for materials totals approximately $2,000. This includes some supplies for photoreproduction. Through a special agreement, the ERIC collection is supplied free by the Regional Educational Laboratory.

Services and Products

The ERIC collection is available at the Center for on-site searches. The staff will occasionally perform searches, on request. However, the Director emphasizes a decentralized program whereby school systems are encouraged to purchase their own subscription to Research in Education and promote local use.

Requests for information are received by telephone, in person, and by letter. Usually requests are for specific documents which have been located through use of locally available ERIC indexes. Approximately fifteen per cent of the Director's time is devoted to answering information requests. Part-time support from a clerk is also used.

The Center publishes "Crest," a quarterly newsletter, which is available free.

Internal Procedures

Per the agreement, the ERIC collection is only used on site. A card sign-out procedure is used for circulation of non-ERIC materials.

User Information

While user categories have not yet been documented, it is estimated that seventy-five per cent of the users are using the service in connection with college courses. Support is also provided to the regional center of the State Department and to persons outside of the area, especially requests for hard copies.

User feedback is obtained by means of a questionnaire which is completed by visitors to the Information Center. Over 400 visitors have completed the questionnaire and the responses of those using the ERIC material have been most favorable. A study on Project COD showed considerable interest in the Information Center.

Involvement of Parent Organization

The involvement of the parent organization has been minimal. In some instances, superintendents who consider the ERIC system and the Information Center to be important, send all principals and department heads from junior-senior high schools to visit the Center.

Cooperative Activities with Other Information Centers

The Director addresses professional and community organizations, as well as university classes on the ERIC system and its use. Public libraries in the area have been contacted and encouraged to subscribe to Research in Education. The public libraries are also urged to make use of the Information Center.

The Center has sponsored ERIC exhibits at two Creative Education Fairs in Massachusetts.

Keys to Success

Convinced of the importance of research utilization, the Director maintains a continuous program of promoting ERIC and its use. Personnel in the schools are contacted as are prospective teachers in college classes.

Future Plans

During the coming year, the third year of the Center's operation, the Information Center will be operated completely through funds contributed by 22 of the 27 member systems. Contributions will range from $150 to $1,000 per system, depending on pupil population. This will total approximately $7,000.

Operation of the Information Center will be promoted and extended to provide improved service for users. Greater communication with potential users will be stressed; curriculum committees, inservice courses, and college classes will particularly be targeted. There are plans for providing member school systems with a total ERIC package of a subscription to Research in Education, a microfiche reader (on loan), a maximum number of pages of hard copy, to be reproduced, as well as microfiche.

An appraisal of the overall effectiveness of the program is being planned. This will include the independent efforts of both an outside evaluation agency and the Project staff. Three areas of the project will be evaluated by the outside agency: 1) service; 2) program awareness; and 3) regional cooperation.

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES

1750 - 30th Street
Suite 48
Boulder, Colorado 80302

Affiliation: Northern Colorado Educational Board of Cooperative Services

Director: Mr. William A. McCleary

History and Scope

The Information Retrieval Center was founded in 1967 as a Title III (ESEA) funded project, the Community Educational Resources Center. Since its inception, the Center has been unique among all such projects in that it has been designed totally as an information project with the following objectives: 1) to keep individual educators aware of professional developments within specific areas of interest and abreast of the availability of the research and reference materials supporting those needs and interest; 2) to provide educators with the opportunity to make formal requests for research materials in support of either specific curriculum areas or broad educational topics of interest; 3) to provide educators with the knowledge of a wider variety of appropriate instructional resources for individualizing the learning process. Services are provided on a routine current awareness and on an individual request basis.

The uniqueness of the Center is further defined in its development of a computerized bibliographic retrieval system which is an integral part, if not the mainstay, of the program.

Plans are underway to increase the geographical area served by the Center. Up to this time, school districts within the State and some in California, Michigan, South Dakota, Nevada, New Mexico, Oregon and Washington have been served.

Staff

The present staff of the Center, in addition to the Director, numbers fourteen: four information specialists (abstractors), an editing and coding specialist, two clerk typists, two reference librarians, one analyst/programmer, one data processing coordinator, one computer operator, one key punch operator, and one secretary. The information specialists have BS or MS degrees with subject specialties in science, language, journalism and education. The reference librarians have MS degrees.

Facility and Special Equipment

The Center has approximately 3,000 square feet divided into ten offices in a modern office building. The computer facility is located separately in a school facility. All other equipment, including the UNIVAC 1701 keypunch machine, is housed in the office facility.

The hardware currently in use to support the Center's operation includes one UNIVAC 9300 computer with four tape drives and 16,000 bytes of core; a UNIVAC 1701 keypunch verifier; four Bell & Howell portable microfiche readers; one Atlantic microfiche duplicator; and one 3M Exec/Reader Printer.

Information Resources

Abstracts stored for computer retrieval form the principal data bank of the Center. These abstracts represent source materials from ERIC; the Rocky Mountain Special Education Instructional Materials Center in Greeley, Colorado; the University of Colorado Education Library; the Boulder Valley Schools' professional library; the Boulder School System's District Instructional Materials Center; and the Center's own library. These abstracts are produced outside the Center (e.g., ERIC), and by Center personnel, particularly for educational information relative to Colorado education and/or items determined to be lacking in the collection.

The computerized data bank is divided into two files: 1) the Current Interest File; and 2) the Historical File. The first is an ERIC based, 5,000 item file, which is continually updated for currency and timeliness. The Historical File, of which over three-quarters is ERIC material, presently contains over 12,000 items and is to be increased to 35,000.

In addition, the Center has a community resource file containing such information as speakers and field trips. This is currently a manual file.

The Center personnel who conduct concurrent manual searches rely on several sources, including the wealth of the nearby University of Colorado Education Library. Several reference volumes, a small book collection, a number of periodicals and the complete ERIC microfiche collection are maintained by the Center.

Services and Products

The Center has developed a set of procedures for matching information with incoming requests. Inquiries are received through phone calls, personal interviews, or letters. The staff queries the requester in order to specifically define the problem. For the purpose of this negotiation of the question, phone calls are encouraged.

The abstractors assemble a profile of the request by assigning educational descriptor terms or key words. The profile is then submitted to the data clerk who prepares the information on data punch cards; at this point, the request is ready for a computer run.

The printout of educational abstracts which matches the profile is generated. This printout of abstracts is considered as only one-half of the product to be delivered; a manual search supplements this base. The printouts are mailed with an evaluation form and a document request form, which allows the requester to select the most pertinent documents and to determine which full texts are needed.

Concurrently, the Center's reference librarians are conducting a manual search of other resources for the user. Books, periodicals, and secondary sources are checked and relevant materials photoduplicated or referenced. Document request forms are processed by the reference librarians. Microfiche is sent on loan for two weeks. Copies of materials (e.g., periodical articles) are made available and books are obtained through interlibrary loan.

Approximately 135 requests per month are currently being received and this number is steadily increasing. The average turn around time for a request depends on the user's indication of urgency. A request can be processed through both the manual and machine search in three to five days if it receives a high priority; less urgent requests take considerably longer because thoroughness and in-depth investigations are emphasized in the manual searches.

Internal Procedures

The procedures for maintaining and updating the data base and for processing the requests are highly technical in terms of the computer operation. On the processing side, every document entered in the data base must contain the same descriptive information, such as the following: an accession number, level code (e.g., primary, secondary, special education), abstract type code (form of the document, such as microfiche or periodical article), and location code (physical location of document). On the retrieval side, as indicated earlier, the staff completes a profile of the request in which the ERIC descriptors to be used and the Boolean logic to be followed are outlined.

User Information

The user population of the Center is an expanding one. A total of 10 official and unofficial agreements have been made with non-Colorado agencies, including colleges, PACE Centers, ERIC Clearinghouses, and regional service centers.

A continuous evaluation process is provided through the inclusion of evaluation forms with every product. An extensive schedule of meetings, presentations, and visitations with various user groups has placed the Center in contact with its user groups. An outside evaluation team reported that the strength of the project was "the high value of information returned as being pertinent to the request."

Keys to Success

The Center makes every effort to ensure the delivery of a product that matches the needs of the user. If a user is not satisfied with an output, the staff works with him to revise the search strategy; a computer search is then re-run, based on this re-negotiation phase.

Future Plans

Plans are underway for the development of service by mail to five states: Colorado, Washington, Oregon, Wyoming, and Utah. A sixth state, South Dakota, will be served by terminal. It is anticipated that this will require an upgrading of the UNIVAC to six tape drives and a 24,000 byte core. A CRT (Cathode Ray Tube) capability is also envisioned.

A computerized current awareness program is under consideration for implementation. Plans call for an initial trial with approximately 30 users, principally administrators. The monthly update of new entries to the data base would be matched by subject terms against those terms in their profiles; relevant abstracts would then be mailed to each user.

REGIONAL SCIENCE EXPERIENCE CENTER

156 Adams Lane
Oak Ridge, Tennessee 37030

Affiliation: Cooperative Science Education Center, Inc.

Director: Mr. Peter H. Cohan

History and Scope

The extensive science facilities and highly qualified scientific personnel in Oak Ridge, plus Title III, ESEA funding, prompted the development of a center devoted to improving science education. The Oak Ridge school system accepted the responsibility for sponsoring this program, which would serve teachers and pupils in fifty school systems located in twenty-eight counties in East and Middle Tennessee. The operational grant was received in July 1967.

Special facilities, including a life science and physical science laboratory, were constucted. Mobile vans were purchased in order to make it possible for the program to reach all schools in the 8,000 square mile region served by the Center. A staff was formed of experienced science education specialists who were all natives of Tennessee. This was considered an important factor in winning local acceptance.

The RSEC is part of the Cooperative Science Education Center, a corporation which offers individual, sustaining, or institutional memberships. At present, there are 90 individual, 46 institutional, and 12 sustaining members. The Corporation is a cost-sharing organization, chartered in the State of Tennessee; it is supported by a National Science Foundation grant in addition to the Title III, ESEA, money for the Regional Science Experience Center. The information service is cost-shared between the two grants. However, the service provided to the region is available to all school systems, regardless of membership status within the corporation.

Presently, the Center serves 250,000 students from 750 schools, representing one-third of the State. The RSEC is located 120 miles, or two hours of travel time from its farthest school district. Twelve field information centers have been established throughout the region. These centers supplement the RSEC with inexpensive and free materials. The centers are housed in local school systems, which have accepted the responsibility of maintaining the collections.

Staff

The RSEC staff includes the Director, a program manager, an information service manager, an information specialist, five teacher associates who conduct programs at schools, and a planning coordinator for the new programs. Nearly all the staff have been with the Center since the beginning of the program. Their professional backgrounds include science and mathematics education, curriculum, and administration. In addition to the professional staff, the Center employs six secretaries.

Facility and Special Equipment

The RSEC occupies an entire two-story building of 15,000 square feet. This includes display rooms, work shops, meeting rooms, laboratories, office space, and the library, which occupies 620 square feet.

Equipment available at the RSEC includes a Recordak Miracode system, addressograph, Xerox machine, various audiovisual projectors and film equipment, various types of cameras, tape recorders, and IBM MTST typewriters.

Information Resources

The RSEC houses 9,600 books, 460 reference materials, 84 magazines, 1,150 Life magazine reprints, 160 text books, and 34,978 Miracode documents; in addition, the Center has curriculum materials, programmed materials, printed transparencies, and laboratory equipment and models for all areas of science. This collection is supplemented by approximately 1,500 titles of inexpensive and free books and materials at each of the twelve field information centers. Also available from the RSEC are more than 220 films, 1,800 slides, 160 film strips, 1,800 transparencies and 3,100 black and white photographs.

The Miracode collection includes Scientific American offprints, science and science education journal articles, commercial publications, newspaper articles on science, a file on education problems, and education journal articles. The Miracode system allows automated retrieval of material on microfilm, which makes possible the storage and retrieval of graphic information, such as pictures of models. It also provides a relatively inexpensive means of storing and retrieving an extensive volume of text, such as that found in newspaper or journal articles.

Services and Products

Services offered by the RSEC are divided into three programs: the mobile operation program, the laboratory experiences program, and the science materials information service.

The first of these, the mobile operation program, is conducted by teacher associates who deliver materials for loan to the classroom, conduct demonstrations in the classroom, and provide curriculum assistance, inservice education, or consultant service.

The laboratory experiences program provides students and teachers with the opportunities to do individual long term projects of their own choosing, such as summer seminars, workshops, student tours, or independent study.

The science materials information service conducts public awareness seminars and materials awareness seminars, establishes field information centers, provides books and materials on loan, and performs searches through the Miracode information storage and retrieval system.

During February 1970, for example, the Center personnel had a variety of contacts with 3,411 persons in 77 projects. The projects completed by the staff involved 22 public and private school systems, Cub Scouts, Blue Birds, the University of Tennessee, State Department of Education, teachers throughout the middle Tennessee area, and the general public.

The science material information service staff answered numerous requests for materials and information during the same month. Three hundred and fifteen books from the Central Materials Center were loaned to individuals from fifteen school systems.

Besides materials information services, the Center publishes three monthly newsletters entitled "The Review," "The Report," and "Reflections." The publications report and announce the various activities sponsored and conducted by the RSEC and its staff, and are distributed to more than 2,000 educators throughout Tennessee, and elsewhere in the United States.

Requests are received by letter or telephone, and on-site visits; a WATS line is provided for long distance calls. Teachers may browse through the books and materials housed in the Center and are instructed in the use of the Miracode information retrieval system, if they desire to perform their own searches.

Internal Procedures

The RSEC prepares a Monthly Highlight Report which describes the programs and services provided during the month. Tabulations of schools, school systems, topics of interest, types of programs, specialists required, number of classes, number of items loaned, grade level and subject of items loaned are made.

In the library, books are arranged according to their own classification, which includes an alpha code and accession number. The information stored in the Miracode system is indexed according to a vocabulary of 5,000 descriptors, which was developed at the RSEC.

Materials are loaned for a period of a month. Forms are filled out describing requests and delivery of materials or information. Also, project analysis and assignment forms are completed by the person making the assignment and by the teacher associates after completion of the project.

User Information

Users of the RSEC come from all levels of the education spectrum, ranging from kindergarten pupils to school administrators. For each month, records are kept of the users and the type of service provided to them. For example, during February 1970, distribution of projects and services was as follows: elementary schools, 61; junior high schools, 2; senior high schools, 2; colleges, 2; Cub Scouts, 2; Blue Birds, 1; and teacher groups,7. Ten of these projects were laboratory experience projects and 67 of them were mobile operation projects. Most of the information center's requests came from teachers and student teachers at the elementary grade levels. Of 52 requests, one was for kindergarten, 40 were for elementary schools, eight were for junior high schools and four for senior high schools.

The RSEC requests that school administrators and teachers complete an evaluation form for projects conducted by RSEC personnel, especially for demonstrations and programs that are conducted in the classrooms.

Involvement of Users and Parent Organization

Users are individually and institutionally a part of the organization through their membership in the Corporation; institutional users, such as school systems, may be related by a cooperative arrangement, rather than by paid membership.

The Corporation's board of directors governs the operations of the RSEC. One of the members is the Superintendent of the Oak Ridge Schools, the responsible fiscal agency for the Title III project (RSEC).

Cooperative Activities with Other Information Centers

The RSEC has access to films from the Oak Ridge Schools and University of Tennessee. Frequent use is made of the technical library at Oak Ridge National Laboratory as well as the Oak Ridge Schools' professional library.

Keys to Success

The informality of procedures and practicality of materials display and arrangement are considered to be important contributions to the success of the program. Personal contacts with school personnel at the local level have contributed to the regular use of the RSEC services by teachers.

Future Plans

As future funding of the RSEC moves toward more local and diversified sources, a program modification will most likely occur. For example, the Center will expand into other curriculum areas.

The Center has submitted a joint proposal with the Oak Ridge National Laboratory to participate in an Environmental Information Center.

SAN MATEO COUNTY INFORMATION AND DISSEMINATION CENTER

590 Hamilton
Redwood City, California 94063

Affiliation: San Mateo County Office of Education

Director: Mr. Frank W. Mattas

History and Scope

Building on the already existing County Curriculum Library, support was won in 1968 for the development of a "one stop" Center for all information regarding educational research and teacher-generated materials and models. The Center was founded by the San Mateo County Office of Education and continues to receive an important share of its funds from them. No direct Federal funds have been received for its operation. The basic service area is the San Mateo County school districts.

Services are also made available to the counties within the greater San Francisco Bay Area. Three basic service plans are offered: a Minimum Service Plan, through which copies of all publications produced by the Center are provided; a Full Service Plan, in which access to the Center's literature searching capability is added; and a Maximum Service Plan, by which all services offered by the Center are made available. Charges are on a sliding scale, based on the level of service and the amount of use. Two counties are enrolled in the Minimum Service Plan; three, in the Full; and four, in the Maximum.

The user population of San Mateo County is located within a radius of 20 miles of the Center. This is in contrast to the 150 mile radius of other participating counties. Of the approximately ten per cent of the Center's requests received from Center visitors, the majority are from counties other than San Mateo.

Staff

The staff includes three full-time professionals: the Director, who has been with the organization since it began and has a background as consultant to the Kettering UNIPAC Dissemination Center, school administration, and consultant work in the areas of change and dissemination; a Librarian, who joined the organization only recently; and a Research Analyst, who has a background in education research. The full-time staff is augmented by part-time consultants who average three full man years per year. These consultants represent a wide variety of specialities and are called upon as needed.

There are four full-time clericals: a library research assistant; an information research assistant; an accession specialist; and a secretary. These individuals brough average clerical skills to the organization and were trained for their present position on the job.

The staff is further supported by two full-time trainees from the National Youth Corp Program, two half-time students from local school Work Experience Programs, and a part-time student from the County Student Helper Program.

Facility and Special Equipment

The Center is housed in a multi-story county office building and uses five rooms, or approximately 3600 square feet of space. The following equipment is available for use in the Center's microfiche services: one Atlantic fiche reproducer, one Kodak microfilm camera, two Recordak reader-printers, a Xerox photocopying machine, and one Atlantic microfilm jacket stuffer. Microfiche are produced at a cost of 5¢ per copy, exclusive of labor. In addition, the Center has virtually unlimited access to the County's printing shop.

Information Resources

A comprehensive collection of materials is maintained by the Center. Included are over 10,000 books (e.g., curriculum materials and professional books); over 300 periodicals; a basic reference collection; the complete set of ERIC indexes and microfiche files; individualized instructional packages; and a large collection of reports and fugitive materials. Special collections of materials drawn from many resources have been developed in current educational problem areas, such as individualized instruction, drug abuse, behavioral objectives, and program budgeting.

Services and Products

The Center offers six basic types of services to its San Mateo users and various combinations to its other subscribers.

1. Bibliographic searches are made upon specific request. Searches are conducted on the Center's holdings, the ERIC collection, the periodical literature, and other sources, as required to complete the search. The product is a bibliography.

2. Special bibliographies are prepared in advance of specific requests to anticipate the demands on current problems. For example, a special bibliography prepared on drug abuse has been widely disseminated.
3. FIDO (Fugitive Information Data Organizer) is a subject, institution, and author index to the fugitive literature collection of the Center. FIDO also includes a section on research and development materials and on ERIC resources. Each entry contains a title and the Center identification number.
4. Special interest documents are prepared containing information in areas new or unfamiliar to the users, such as a glossary of terms on change agents.
5. Consultant services are available in planning and holding seminars, meetings, and workshops.
6. The document reproduction service provides free microfiche copies of all the Center's holdings, the ERIC collection, and any new material which the Center considers worth adding to the collection. Microfiche are supplied in support of Center-produced bibliographies and in answer to requests for individual documents.

Internal Procedures

The Center has five major collections or files. The periodical collection is alphabetical by title and is accessed through the journal indexes. The book collection is organized by a modified Dewey Classification scheme and is accessed by a traditional library card catalog. The fugitive literature file on microfiche is organized by accession number and is accessed by FIDO. A pamphlet file containing material not important enough to place in the fugitive literature file is alphabetized by title. The ERIC collection is maintained separately.

In addition to their management functions, the Director and the Librarian are responsible for the selection of materials to be included in the collection and for the indexing of all non-ERIC items. The Research Analyst is responsible for general office supervision and for all literature searches.

User Information

While the Center's services are available to all members of the community, the main emphasis is placed on service to the teacher and secondarily, to school administrators. Although no formal user surveys have been undertaken, observations have been made based on the day to day operational experiences. There is a very strong desire among users for immediate service and rapid response. In general, elementary teachers request everything: "Give me everything you have on reading." Secondary teachers want the answer in as small a package as possible; one-half of a journal article is fine. Administrators, on the other hand, request five or six articles which present pros and cons.

Keys to Success

It is believed that the Center's services must be sold and sold again through direct contacts, presentations, and good service. Non-federal money is felt to be available to agencies willing "to hustle" for it.

Future Plans

An advisory council of 9 to 12 individuals, representing a cross section of the Center's users, is to be formed soon. Three clerical staff positions are being added to increase the overall dissemination effort of the Center. The next issue of FIDO is hopefully to be computer produced. A Dial Access System and a computerized retrieval system for ERIC are envisioned.

REPORT ON SECONDARY PROJECT ACTIVITIES

Two smaller tasks were performed by SDC for this project. Each represented a separately submitted product; therefore, the following sections represent only a brief description of the activities.

I. ERIC/ORBIT Demonstration

The decision to include a computer demonstration of a time-shared, on line system with an ERIC data base was made on the assumption that an increasing number of attendees would be using the ERIC tapes in the future; therefore, a brief introduction to the potential of the computer in bibliographic information retrieval was felt to be important. SDC wrote the program to load a portion of the ERIC data base into SDC's ORBIFLEX or ORBIT II program. The final data base of 2,500 items was taken from the first ERIC tape.

The demonstrations were held at seven of the eight Seminars. It was given several times at each Seminar in order to keep the groups small. Emphasis in the demonstration was placed on showing the importance of machine readable data bases and the ease of learning and using a modern time-shared system. It also served to supplement the other sessions on the use of the ERIC system.

Attendees rated this demonstration as most useful.

II. Revision of the "How To Use ERIC" Brochure

The "How To Use ERIC" brochure was originally produced by SDC in 1968; recent changes in ERIC necessitated an update of the original. The revised copy was prepared in a period of three weeks in the early Spring of 1970. An initial meeting with OE established the required changes and additions. Input was supplied by ERIC personnel and by SDC staff, from their seminar experience. Two subsequent meetings were held for the purpose of receiving OE comments and suggestions on the draft copies. Final copy was submitted to OE on April 23, 1970.

APPENDIX A

The following materials are selected items prepared by SDC for the publicity and conduct of the Seminars. The purpose of each is discussed in the text, Chapter I.

NEWS RELEASE

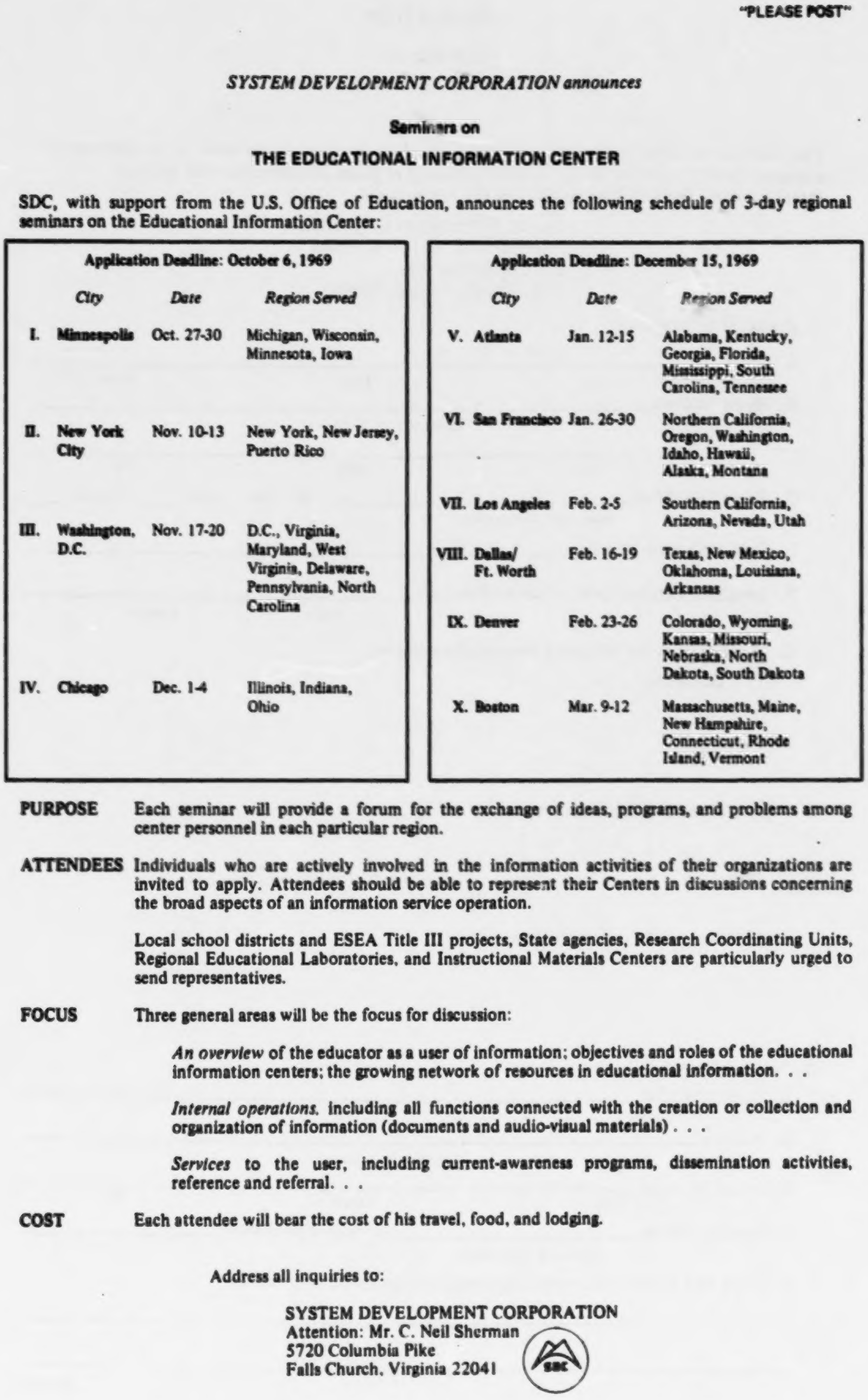
Ten 3-day seminars on the Educational Information Center will be conducted by System Development Corporation for designated regions across the country. Supported by the U.S. Office of Education, the seminars will bring together operational personnel from organizations in each region that are involved in the creation or collection, organization, and dissemination of educational information. The seminar schedule will run from October, 1969, through March, 1960, in Minneapolis, New York City, Washington, D. C., Chicago, Atlanta, San Francisco, Los Angeles, Dallas, Denver, and Boston. These seminars will provide a forum for center personnel from each particular region to discuss common areas of concern and to exchange information among themselves. Seminar leaders and guest speakers will be drawn from among the leaders in the Educational Information Center community and related areas of experience.

Center personnel selected to attend should be able to participate as representatives of their centers in discussions on various aspects of the Educational Information Center, e.g., acquiring and creating information, disseminating educational information, organizing a collection (documents and audio-visual materials), and serving the educator-user. Attendees will bear the cost of travel, lodging, and food. Personnel from the following types of organizations and centers are particularly urged to submit applications: Centers listed in the Directory of Educational Information Centers (Washington, D.C.: U.S. Government Printing Office, 1969); State departments of education; Research Coordinating Units; Instructional Materials Centers for Handicapped Children and Youth; Regional Educational Laboratories; and the ERIC Clearinghouses.

Personnel from these and other organizations interested in further information and applications should send their inquiries to:

SYSTEM DEVELOPMENT CORPORATION
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

Figure 1. General News Release.



"PLEASE POST"

SYSTEM DEVELOPMENT CORPORATION announces

Seminars on

THE EDUCATIONAL INFORMATION CENTER

SDC, with support from the U.S. Office of Education, announces the following schedule of 3-day regional seminars on the Educational Information Center:

Application Deadline: October 6, 1969

	City	*Date*	*Region Served*
I.	**Minneapolis**	Oct. 27-30	Michigan, Wisconsin, Minnesota, Iowa
II.	**New York City**	Nov. 10-13	New York, New Jersey, Puerto Rico
III.	**Washington, D.C.**	Nov. 17-20	D.C., Virginia, Maryland, West Virginia, Delaware, Pennsylvania, North Carolina
IV.	**Chicago**	Dec. 1-4	Illinois, Indiana, Ohio

Application Deadline: December 15, 1969

	City	*Date*	*Region Served*
V.	**Atlanta**	Jan. 12-15	Alabama, Kentucky, Georgia, Florida, Mississippi, South Carolina, Tennessee
VI.	**San Francisco**	Jan. 26-30	Northern California, Oregon, Washington, Idaho, Hawaii, Alaska, Montana
VII.	**Los Angeles**	Feb. 2-5	Southern California, Arizona, Nevada, Utah
VIII.	**Dallas/ Ft. Worth**	Feb. 16-19	Texas, New Mexico, Oklahoma, Louisiana, Arkansas
IX.	**Denver**	Feb. 23-26	Colorado, Wyoming, Kansas, Missouri, Nebraska, North Dakota, South Dakota
X.	**Boston**	Mar. 9-12	Massachusetts, Maine, New Hampshire, Connecticut, Rhode Island, Vermont

PURPOSE Each seminar will provide a forum for the exchange of ideas, programs, and problems among center personnel in each particular region.

ATTENDEES Individuals who are actively involved in the information activities of their organizations are invited to apply. Attendees should be able to represent their Centers in discussions concerning the broad aspects of an information service operation.

Local school districts and ESEA Title III projects, State agencies, Research Coordinating Units, Regional Educational Laboratories, and Instructional Materials Centers are particularly urged to send representatives.

FOCUS Three general areas will be the focus for discussion:

An overview of the educator as a user of information; objectives and roles of the educational information centers; the growing network of resources in educational information. . .

Internal operations, including all functions connected with the creation or collection and organization of information (documents and audio-visual materials) . . .

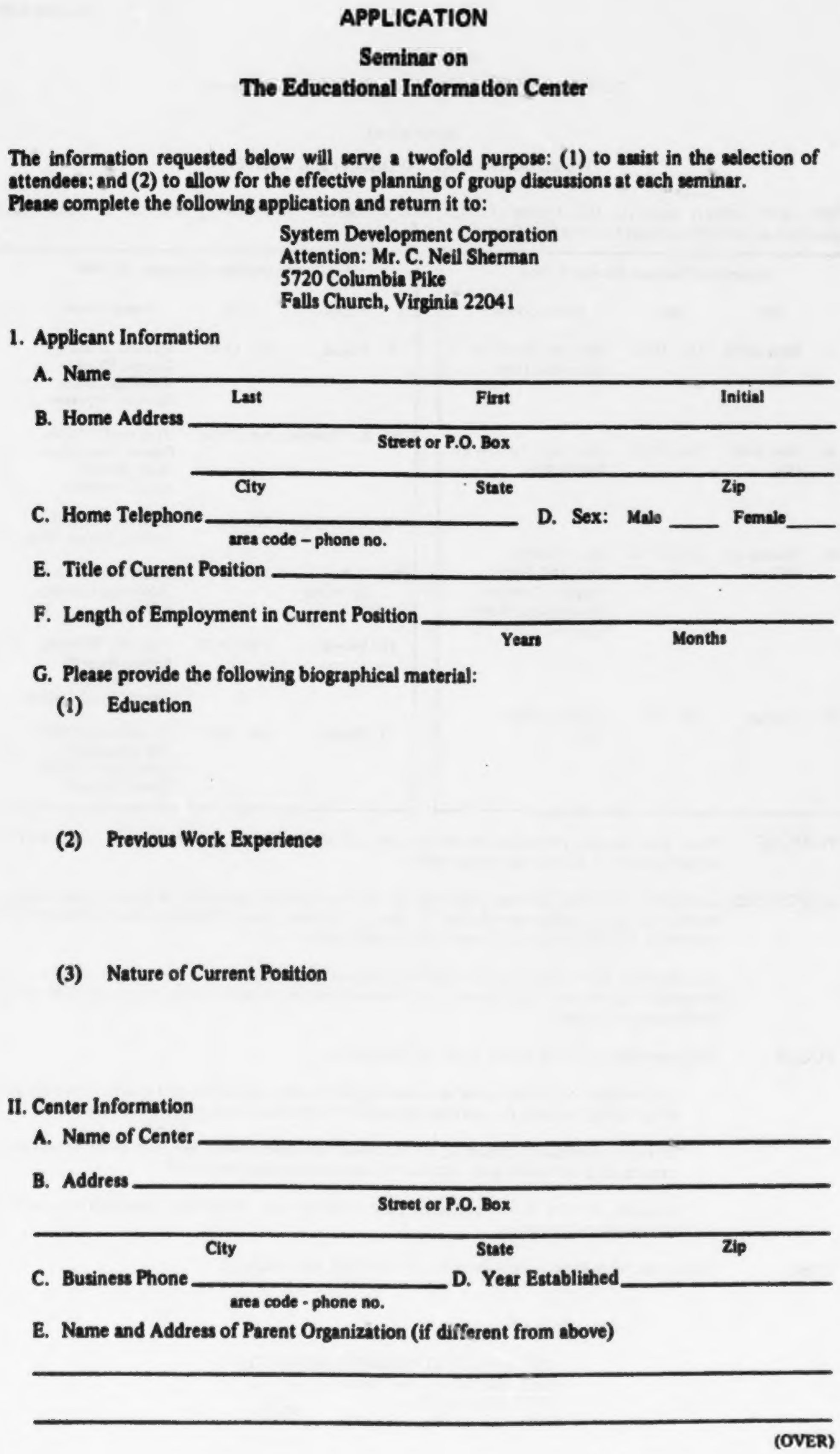
Services to the user, including current-awareness programs, dissemination activities, reference and referral. . .

COST Each attendee will bear the cost of his travel, food, and lodging.

Address all inquiries to:

SYSTEM DEVELOPMENT CORPORATION
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

Figure 2. Announcement Sheet.



APPLICATION

Seminar on
The Educational Information Center

The information requested below will serve a twofold purpose: (1) to assist in the selection of attendees; and (2) to allow for the effective planning of group discussions at each seminar.
Please complete the following application and return it to:

System Development Corporation
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

1. Applicant Information

A. Name ______________________________
Last First Initial

B. Home Address ______________________________
Street or P.O. Box
____
City State Zip

C. Home Telephone ______________________ D. Sex: Male ____ Female ____
area code – phone no.

E. Title of Current Position ______________________________

F. Length of Employment in Current Position ______________________________
Years Months

G. Please provide the following biographical material:

(1) Education

(2) Previous Work Experience

(3) Nature of Current Position

II. Center Information

A. Name of Center ______________________________

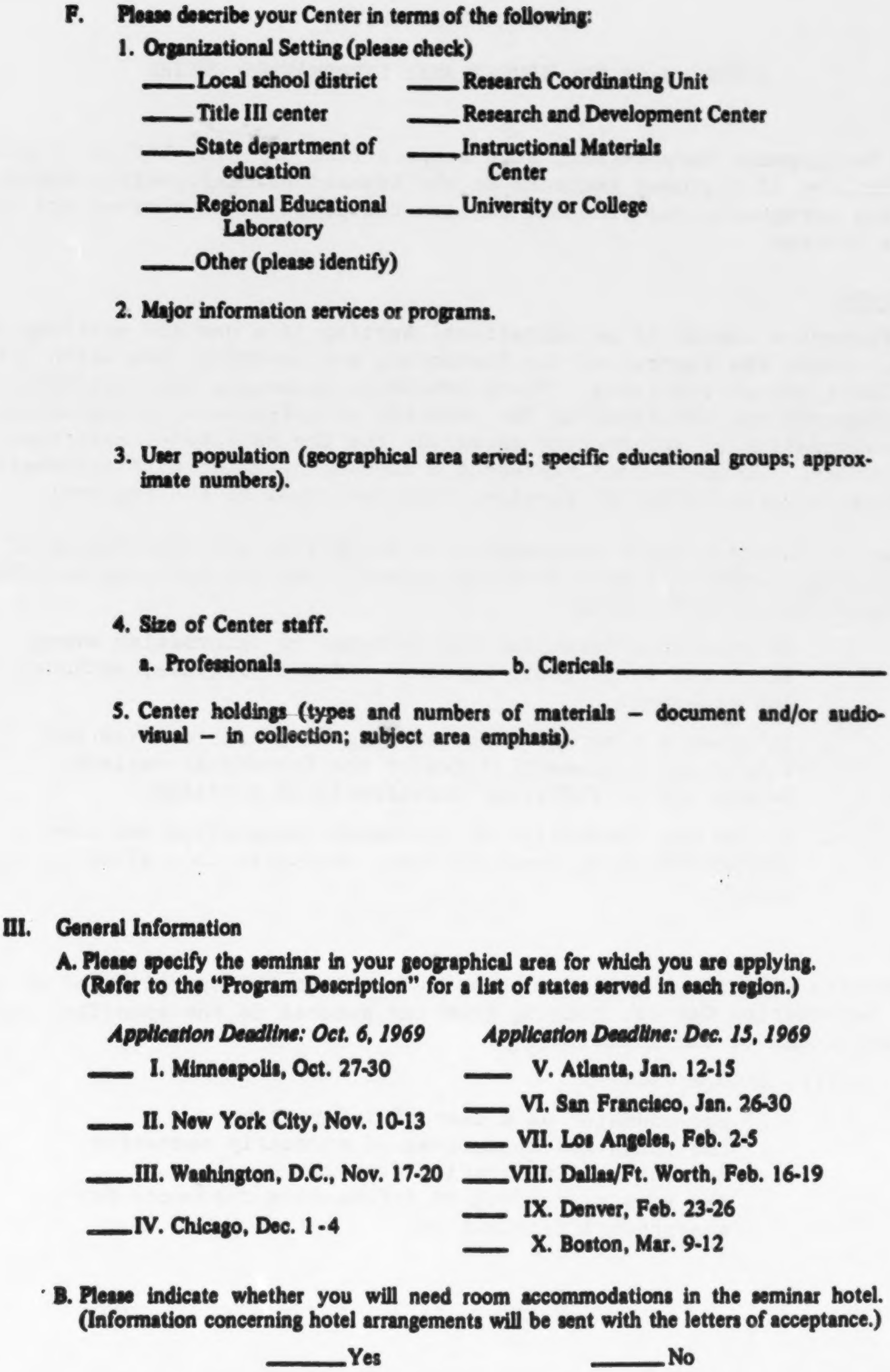
B. Address ______________________________
Street or P.O. Box
____
City State Zip

C. Business Phone ____________________ D. Year Established ____________________
area code - phone no.

E. Name and Address of Parent Organization (if different from above)
____
____

(OVER)

Figure 3. Seminar Application (Sheet 1).



F. **Please describe your Center in terms of the following:**

1. **Organizational Setting (please check)**

____ **Local school district**
____ **Title III center**
____ **State department of education**
____ **Regional Educational Laboratory**
____ **Other (please identify)**

____ **Research Coordinating Unit**
____ **Research and Development Center**
____ **Instructional Materials Center**
____ **University or College**

2. **Major information services or programs.**

3. **User population (geographical area served; specific educational groups; approximate numbers).**

4. **Size of Center staff.**

a. Professionals ____________ b. Clericals ____________

5. **Center holdings (types and numbers of materials – document and/or audio-visual – in collection; subject area emphasis).**

III. **General Information**

A. Please specify the seminar in your geographical area for which you are applying. (Refer to the "Program Description" for a list of states served in each region.)

Application Deadline: Oct. 6, 1969

____ **I. Minneapolis, Oct. 27-30**
____ **II. New York City, Nov. 10-13**
____ **III. Washington, D.C., Nov. 17-20**
____ **IV. Chicago, Dec. 1-4**

Application Deadline: Dec. 15, 1969

____ **V. Atlanta, Jan. 12-15**
____ **VI. San Francisco, Jan. 26-30**
____ **VII. Los Angeles, Feb. 2-5**
____ **VIII. Dallas/Ft. Worth, Feb. 16-19**
____ **IX. Denver, Feb. 23-26**
____ **X. Boston, Mar. 9-12**

B. Please indicate whether you will need room accommodations in the seminar hotel. (Information concerning hotel arrangements will be sent with the letters of acceptance.)

____ Yes ____ No

Figure 3. Seminar Application (Sheet 2).

PROGRAM DESCRIPTION

SEMINARS ON THE EDUCATIONAL INFORMATION CENTER

System Development Corporation, with support from the U.S. Office of Education, is conducting 10 regional seminars on the Educational Information Center. The following paragraphs describe and explain the proposed objectives and conduct of this program.

Background

The information center in an educational setting is a new and exciting undertaking. Under the impetus of the Elementary and Secondary Education Act of 1965, local school districts, State education agencies, and regionally-sponsored programs are investing in the creation or collection, organization, and dissemination of information expressly for the educator--researcher and practitioner. These Centers represent a developing network of information resources at several levels of service, from the local to the regional.

In order to foster a truly representative definition and description of the participating Centers in this evolving network, the seminar program will seek to achieve the following ends:

- To provide a forum for the exchange of information among attendees about their Centers' current programs, methods, and problems.
- To promote a mutual understanding of the objectives and functional responsibilities of the Centers at various levels and in different organizational settings.
- To lay the foundation of increased cooperation and communication among organizational resources in a given region.

Topics

The seminars will focus on three areas relevant to the operation of an Educational Information Center, ranging from the general to the specific, and from the theoretical to the practical.

(1) An Overview

- the educator as a user of information
- the roles and objectives of currently operating Educational Information Centers
- the growing network of information resources for educational information

Figure 4. Program Description (Sheet 1).

(2) The Center's Functions

- acquiring and creating information
- organizing collections of documents and non-document media for efficient use

(3) Services To An Educational Community

- reference and referral
- dissemination and current-awareness

Related questions, such as matters of staffing, equipment, and cost considerations, will be raised as discussions move from the theoretical to the here-and-now: "This is what we are doing and how we are doing it."

Attendees

- Individuals

  Individuals who attend the seminar should be able to represent their Centers in discussions on the broad aspects of information services. Attendees will be asked to bring copies of materials from their Centers to assist the group in understanding their various programs and procedures.

- Selection of Attendees

  Each Center should determine the personnel who have the type and extent of experience necessary to contribute to the objectives of the seminars. Criteria for selection will be applied primarily to the organization represented by the attendees, particularly in instances where a balance among types of Centers (i.e., at the local, state, or regional level) needs to be achieved within the maximum (50) number of attendees.

  Primary consideration will be given to Centers that are currently active, rather than in the planning stage. However, individuals representing planned programs or peripherally-involved activities are welcome to apply and will be considered within the application response for the seminar in their particular geographical area.

Staff

In keeping with the objective of the seminars, the primary sources of information and knowledge at each seminar will be the attendees themselves. However, both SDC personnel and selected individuals from within the educational information center community of each region will act as group leaders. In addition, luncheon speakers will be invited to address topics of related interest.

Figure 4. Program Description (Sheet 2).

Seminar Sites

The seminars will be held in 10 different locations for Center personnel from a designated group of states. Attendees will be asked to attend the seminar for their geographical area.

Application Deadline: October 6, 1969

I

City: Minneapolis, Minnesota
Date: October 27-30
Region: Michigan, Wisconsin, Iowa Minnesota

II

City: New York, New York
Date: November 10-13
Region: New York, New Jersey, Puerto Rico

III

City: Washington, D.C.
Date: November 17-20
Region: D.C., Virginia, West Virginia, Maryland, Delaware, Pennsylvania, North Carolina

IV

City: Chicago, Illinois
Date: December 1-4
Region: Illinois, Indiana, Ohio

Application Deadline: December 15, 1969

V

City: Atlanta, Georgia
Date: January 12-15
Region: Alabama, Kentucky, South Carolina, Georgia, Florida, Mississippi, Tennessee

VI

City: San Francisco, California
Date: January 26-30
Region: Northern California, Oregon, Washington, Idaho, Hawaii, Alaska, Montana

VII

City: Los Angeles, California
Date: February 2-5
Region: Southern California, Arizona, Nevada, Utah

VIII

City: Dallas/Ft. Worth, Texas
Date: February 16-19
Region: Texas, New Mexico, Oklahoma, Louisiana, Arkansas

IX

City: Denver, Colorado
Date: February 23-26
Region: Colorado, Wyoming, Kansas, Missouri, Nebraska, North Dakota, South Dakota

X

City: Boston, Massachusetts
Date: March 9-12
Region: Massachusetts, Connecticut, New Hampshire, Rhode Island, Maine, Vermont

Figure 4. Program Description (Sheet 3).

Cost

Each attendee will bear the cost of his travel, food, and lodging. In addition, he will be asked to bring enough copies of sample materials from his Center for each attendee in his seminar.

Pre-Seminar Preparation

Attendees for each seminar will be provided the following information prior to the seminar:

- a list of fellow attendees
- suggested background readings
- information on accommodations and travel
- "highlight" items from the preceding seminars
- a detailed schedule of daily activities

Post-Seminar Follow-up

A summary of the seminar will be provided each attendee. SDC will, in addition, prepare for the Office of Education a report synthesizing discussions of the total seminar series. Attendees at each seminar may seek, upon individual or group initiative, to build upon the professional communication established during these seminars.

Correspondence

All inquiries for further information should be addressed to:

SYSTEM DEVELOPMENT CORPORATION
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

Figure 4. Program Description (Sheet 4).

HIGHLIGHTS ... FROM THE EDUCATIONAL INFORMATION CENTER SEMINARS

Newsbrief #1
September 22, 1969

This first issue of "HIGHLIGHTS" brings you further information about the ten regional Educational Information Center Seminars to be held from October, 1969 through March, 1970.

SCHEDULE

Each seminar will begin on a Monday evening and close on Thursday at 4:00 P.M., and will include the following: (See Announcement and Program Description for seminar dates.)

- **Formal Registration and Cocktail Hour**
  Monday, 8:00 P.M. to 9:00 P.M.
- **Daily Seminar Sessions**
  Tuesday-Wednesday, 9:00 A.M. to 5:00 P.M.
  Thursday, 9:00 A.M. to 4:00 P.M.

Group luncheons with featured guest speakers will be held on Tuesday and Wednesday.

SEMINAR SITES AND DATES

The first seminars will be held at the following hotels:

I. Curtis Hotel and Motor Lodge, Minneapolis, Minnesota
October 27 - 30, 1969

II. Americana Hotel, New York, New York
November 10 - 13, 1969

III. Executive House, Washington, D. C.
November 17 - 20, 1969

Information concerning accommodation arrangements and rates will be sent to applicants with letters of acceptance. Sites for the remaining 1969 and 1970 seminars will be announced in the next "HIGHLIGHTS."

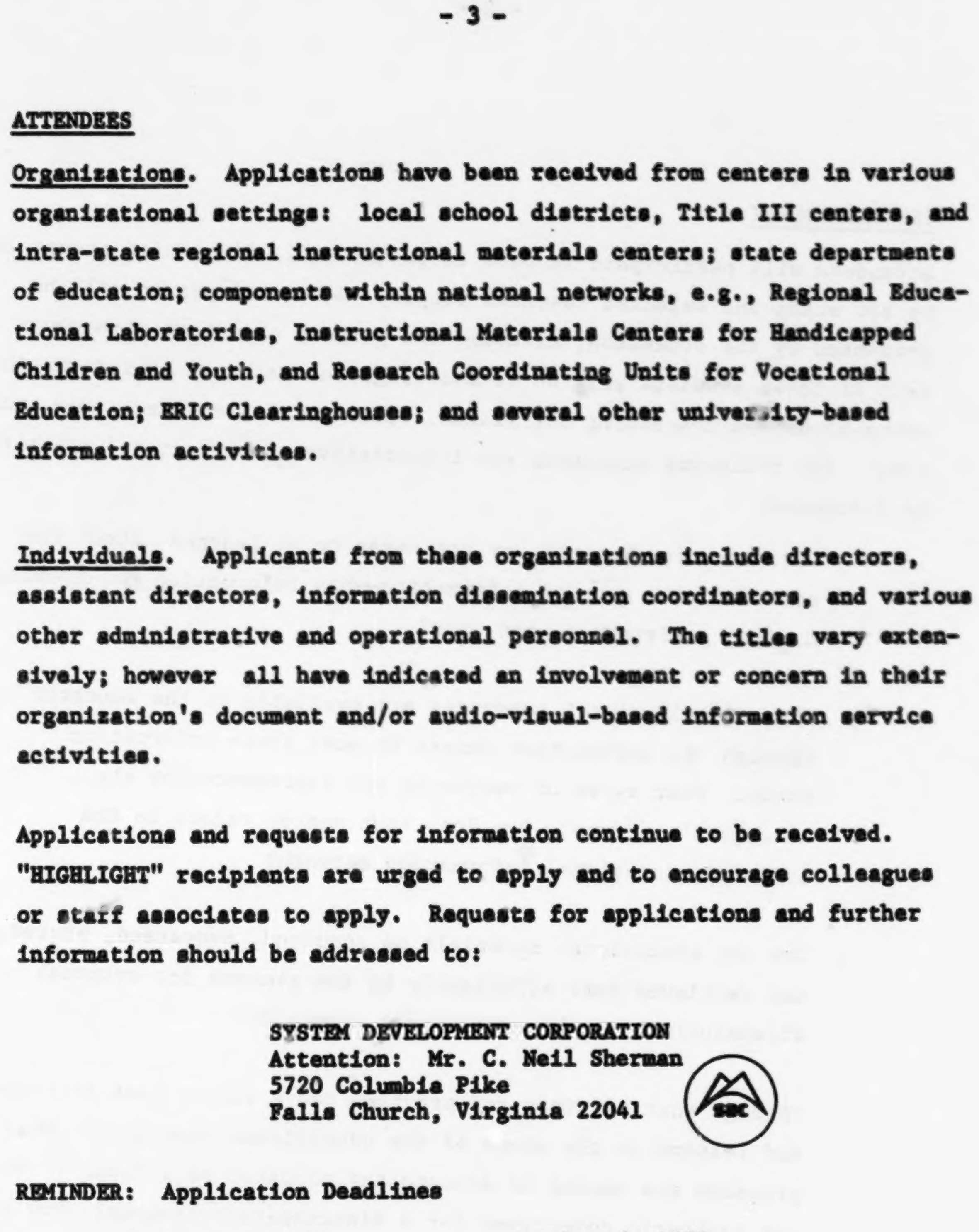
Figure 5. Newsletter Number 1 (Sheet 1).

SEMINAR FORMAT

Attendees will participate in both large and small discussion groups led by SDC staff and selected resource people. No formal papers will be presented by the attendees, although the primary objective throughout each of these sessions will be to encourage the exchange of information among attendees concerning activities, operational procedures, and problems. The following questions are illustrative of the general areas to be discussed:

- What has been learned, or yet needs to be learned about the educator as a user of information--his information requirements, habits, preferences, and uses?
- What organizational resources are available to the educator through the information center to meet these information needs? What types of resources are represented by the attendees' centers? How does each center relate to the evolving educational information network?
- How can educational materials be acquired, processed, stored, and retrieved most efficiently by the centers for eventual dissemination to the educational community?
- Through what services and programs can a center best anticipate and respond to the needs of the educational community? What programs are needed to educate the educator as a "user"? What are realistic objectives for a dissemination program? How can these activities be evaluated?

Figure 5. Newsletter Number 1 (Sheet 2).



- 3 -

ATTENDEES

Organizations. Applications have been received from centers in various organizational settings: local school districts, Title III centers, and intra-state regional instructional materials centers; state departments of education; components within national networks, e.g., Regional Educational Laboratories, Instructional Materials Centers for Handicapped Children and Youth, and Research Coordinating Units for Vocational Education; ERIC Clearinghouses; and several other university-based information activities.

Individuals. Applicants from these organizations include directors, assistant directors, information dissemination coordinators, and various other administrative and operational personnel. The titles vary extensively; however all have indicated an involvement or concern in their organization's document and/or audio-visual-based information service activities.

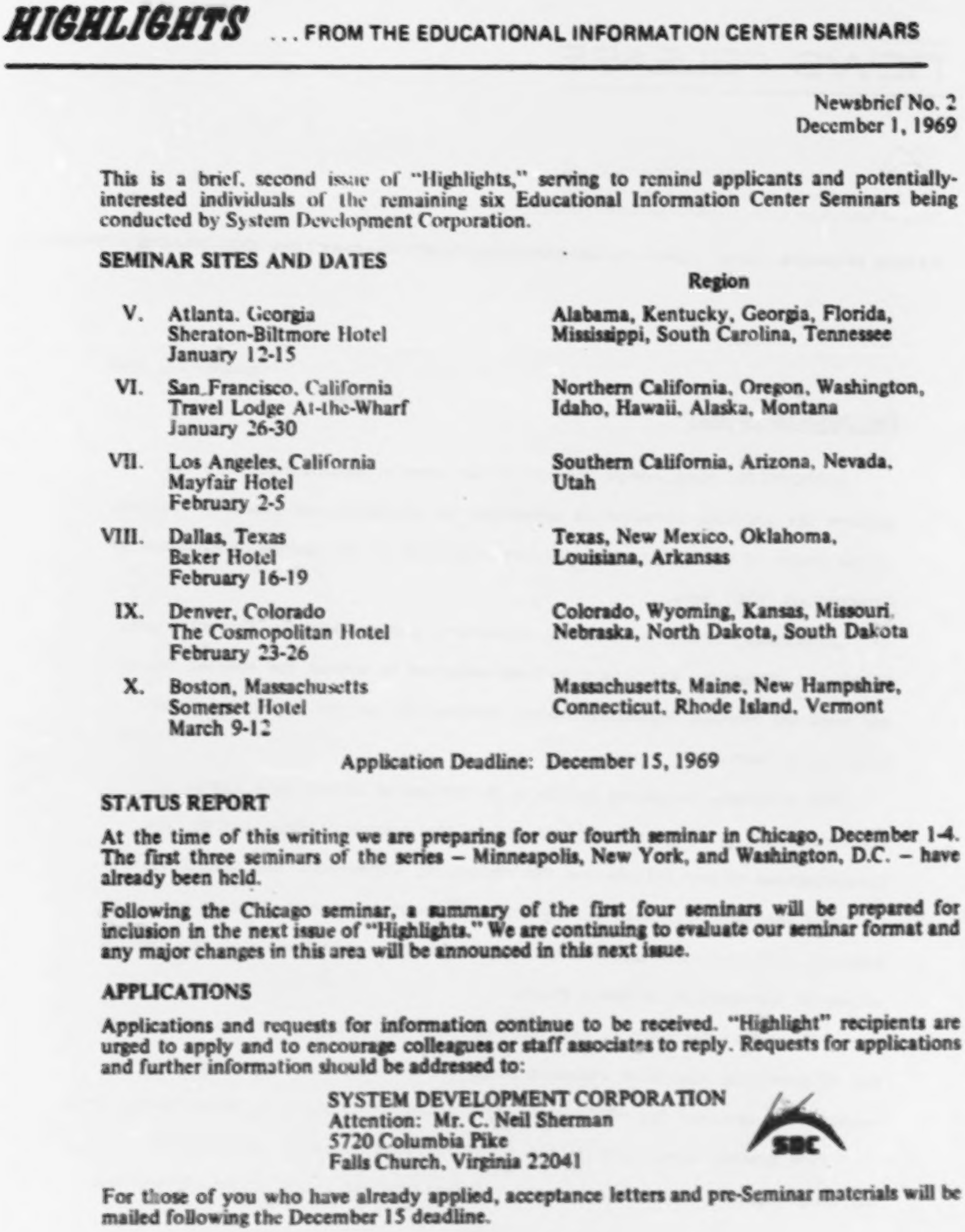
Applications and requests for information continue to be received. "HIGHLIGHT" recipients are urged to apply and to encourage colleagues or staff associates to apply. Requests for applications and further information should be addressed to:

SYSTEM DEVELOPMENT CORPORATION
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

REMINDER: Application Deadlines

Seminars I - IV	October 6, 1969
Seminars V - X	December 15, 1969

Figure 5. Newsletter Number 1 (Sheet 3).



HIGHLIGHTS . . . FROM THE EDUCATIONAL INFORMATION CENTER SEMINARS

Newsbrief No. 2
December 1, 1969

This is a brief, second issue of "Highlights," serving to remind applicants and potentially-interested individuals of the remaining six Educational Information Center Seminars being conducted by System Development Corporation.

SEMINAR SITES AND DATES

		Region
V.	Atlanta, Georgia Sheraton-Biltmore Hotel January 12-15	Alabama, Kentucky, Georgia, Florida, Mississippi, South Carolina, Tennessee
VI.	San Francisco, California Travel Lodge At-the-Wharf January 26-30	Northern California, Oregon, Washington, Idaho, Hawaii, Alaska, Montana
VII.	Los Angeles, California Mayfair Hotel February 2-5	Southern California, Arizona, Nevada, Utah
VIII.	Dallas, Texas Baker Hotel February 16-19	Texas, New Mexico, Oklahoma, Louisiana, Arkansas
IX.	Denver, Colorado The Cosmopolitan Hotel February 23-26	Colorado, Wyoming, Kansas, Missouri, Nebraska, North Dakota, South Dakota
X.	Boston, Massachusetts Somerset Hotel March 9-12	Massachusetts, Maine, New Hampshire, Connecticut, Rhode Island, Vermont

Application Deadline: December 15, 1969

STATUS REPORT

At the time of this writing we are preparing for our fourth seminar in Chicago, December 1-4. The first three seminars of the series – Minneapolis, New York, and Washington, D.C. – have already been held.

Following the Chicago seminar, a summary of the first four seminars will be prepared for inclusion in the next issue of "Highlights." We are continuing to evaluate our seminar format and any major changes in this area will be announced in this next issue.

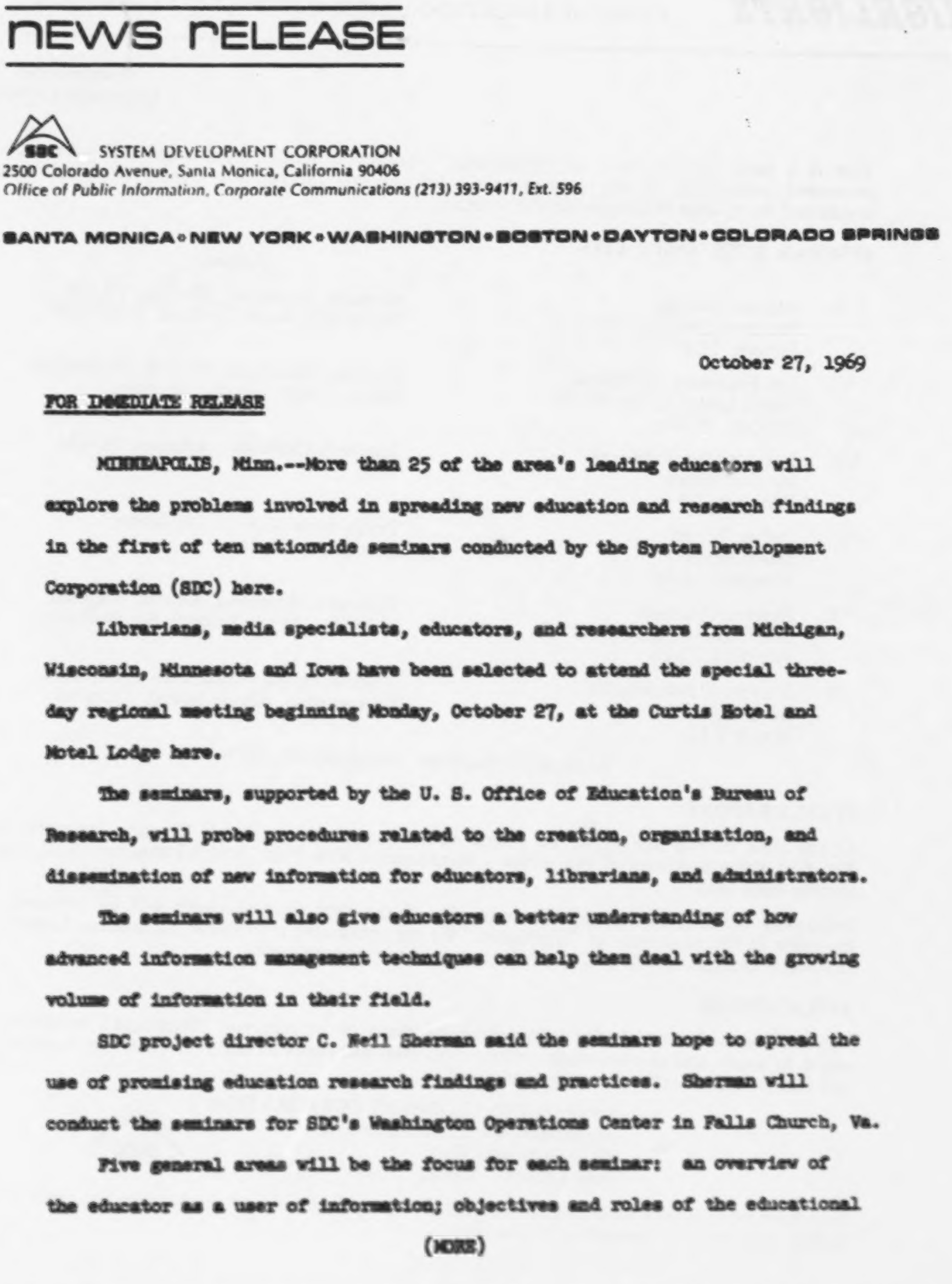
APPLICATIONS

Applications and requests for information continue to be received. "Highlight" recipients are urged to apply and to encourage colleagues or staff associates to reply. Requests for applications and further information should be addressed to:

SYSTEM DEVELOPMENT CORPORATION
Attention: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

For those of you who have already applied, acceptance letters and pre-Seminar materials will be mailed following the December 15 deadline.

Figure 6. Newsletter Number 2.



NEWS RELEASE

SYSTEM DEVELOPMENT CORPORATION
2500 Colorado Avenue, Santa Monica, California 90406
Office of Public Information, Corporate Communications (213) 393-9411, Ext. 596

SANTA MONICA • NEW YORK • WASHINGTON • BOSTON • DAYTON • COLORADO SPRINGS

October 27, 1969

FOR IMMEDIATE RELEASE

MINNEAPOLIS, Minn.--More than 25 of the area's leading educators will explore the problems involved in spreading new education and research findings in the first of ten nationwide seminars conducted by the System Development Corporation (SDC) here.

Librarians, media specialists, educators, and researchers from Michigan, Wisconsin, Minnesota and Iowa have been selected to attend the special three-day regional meeting beginning Monday, October 27, at the Curtis Hotel and Motel Lodge here.

The seminars, supported by the U. S. Office of Education's Bureau of Research, will probe procedures related to the creation, organization, and dissemination of new information for educators, librarians, and administrators.

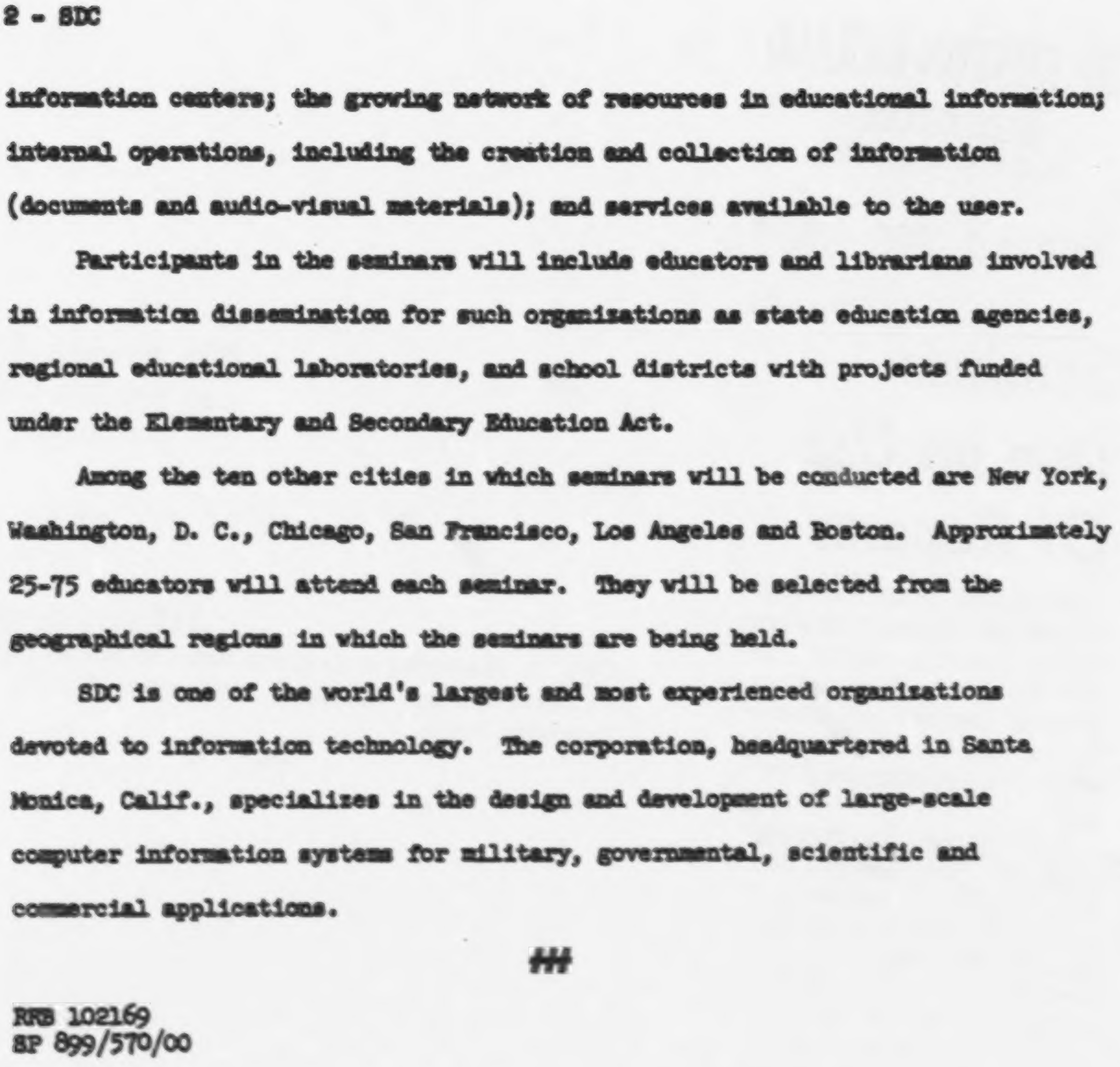
The seminars will also give educators a better understanding of how advanced information management techniques can help them deal with the growing volume of information in their field.

SDC project director C. Neil Sherman said the seminars hope to spread the use of promising education research findings and practices. Sherman will conduct the seminars for SDC's Washington Operations Center in Falls Church, Va.

Five general areas will be the focus for each seminar: an overview of the educator as a user of information; objectives and roles of the educational

(MORE)

Figure 7. Corporate Communications News Release to Seminar Cities (Sheet 1).



2 - SDC

information centers; the growing network of resources in educational information; internal operations, including the creation and collection of information (documents and audio-visual materials); and services available to the user.

Participants in the seminars will include educators and librarians involved in information dissemination for such organizations as state education agencies, regional educational laboratories, and school districts with projects funded under the Elementary and Secondary Education Act.

Among the ten other cities in which seminars will be conducted are New York, Washington, D. C., Chicago, San Francisco, Los Angeles and Boston. Approximately 25-75 educators will attend each seminar. They will be selected from the geographical regions in which the seminars are being held.

SDC is one of the world's largest and most experienced organizations devoted to information technology. The corporation, headquartered in Santa Monica, Calif., specializes in the design and development of large-scale computer information systems for military, governmental, scientific and commercial applications.

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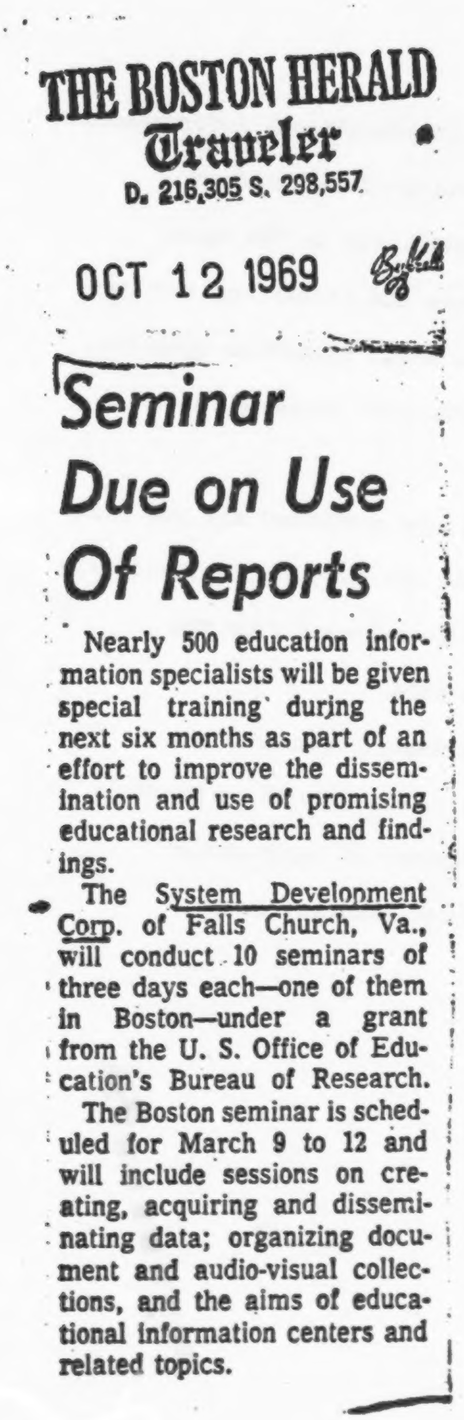
RRB 102169
SP 899/570/00

Figure 7. Corporate Communications News Release to Seminar Cities (Sheet 2).



THE BOSTON HERALD
Traveler
D. 216,305 S. 298,557

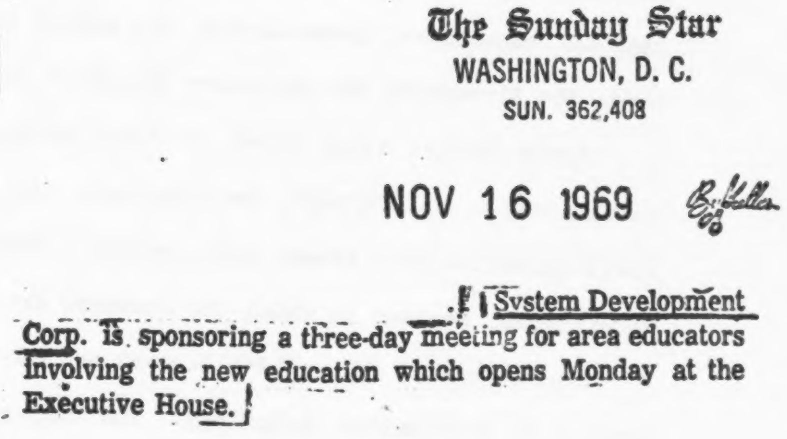
OCT 12 1969

Seminar Due on Use Of Reports

Nearly 500 education information specialists will be given special training during the next six months as part of an effort to improve the dissemination and use of promising educational research and findings.

The System Development Corp. of Falls Church, Va., will conduct 10 seminars of three days each—one of them in Boston—under a grant from the U. S. Office of Education's Bureau of Research.

The Boston seminar is scheduled for March 9 to 12 and will include sessions on creating, acquiring and disseminating data; organizing document and audio-visual collections, and the aims of educational information centers and related topics.

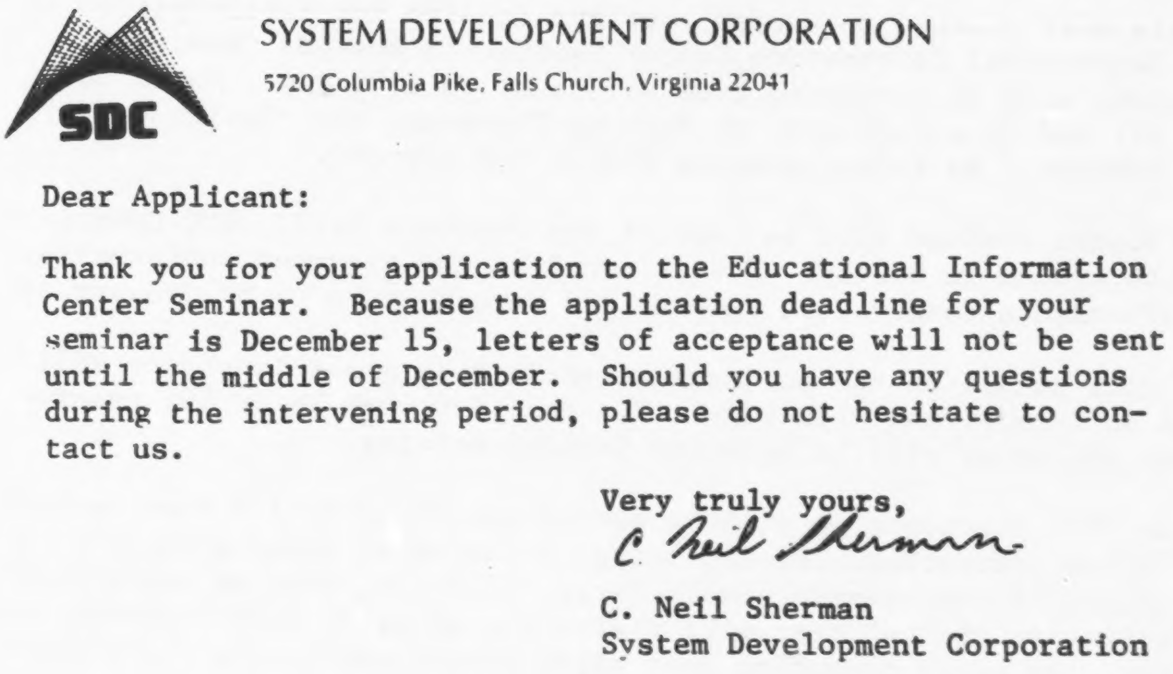


The Sunday Star
WASHINGTON, D. C.
SUN. 362,408

NOV 16 1969

System Development Corp. is sponsoring a three-day meeting for area educators involving the new education which opens Monday at the Executive House.

Figure 8. Samples of Newspaper Coverage in Seminar Cities.



SYSTEM DEVELOPMENT CORPORATION
5720 Columbia Pike, Falls Church, Virginia 22041

Dear Applicant:

Thank you for your application to the Educational Information Center Seminar. Because the application deadline for your seminar is December 15, letters of acceptance will not be sent until the middle of December. Should you have any questions during the intervening period, please do not hesitate to contact us.

Very truly yours,
C. Neil Sherman

C. Neil Sherman
System Development Corporation

Figure 9. Acknowledgement Postcard.

January 5, 1970

We are most pleased to accept your application for participation in the Educational Information Center Seminar in Boston. Seminar sessions will be conducted from 9:00 a.m. to 5:00 p.m., March 10 and 11; and from 9:00 a.m. to Noon on Thursday, the closing day of the Seminar. No formal evening events are planned.

The Boston Seminar will be held at the Somerset Hotel, 400 Commonwealth Avenue in Boston. Please complete the attached confirmation of attendance/reservation request and return it to us by January 19.

You will notice on the enclosed schedule that group luncheons will be held on Tuesday and Wednesday. The cost for both is $9.50; reservations and money will be accepted Tuesday morning.

On several occasions we will be asking specifically for descriptions of center operations. Please bring 25 copies of those materials (e.g., procedural forms, sample newsletters, brochures, program descriptions, organization charts) that will assist the group in understanding your center. We would recommend your using discretion in the distribution of bulkier materials (e.g., operating manuals, special project reports, or annual reports). Perhaps you would wish to bring only one copy of these items for illustrative purposes.

We look forward to meeting you and working with you to make this a successful Seminar. Please do not hesitate to write or call (703-481-2220) if you have any questions.

Very truly yours,

Neil Sherman

C. Neil Sherman
System Development Corporation

Encl.

Figure 10. Sample Acceptance Letter.

CONFIRMATION OF ATTENDANCE

SEMINAR VIII-IX
DENVER

NAME ________________________________ MALE ___ FEMALE ___

ADDRESS ____

____

☐ I will be in attendance at the Seminar.

☐ I will not be in attendance at the Seminar.

If room accommodations are needed, please complete the following:

☐ Single Rate: $ 16.00 per night ☐ Double Rate: $ 21.00 per night

(If sharing, please indicate name)

____

Return by January 19.

SYSTEM DEVELOPMENT CORPORATION
Attn: C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041

Figure 11. Confirmation of Attendance and Reservation Request.

THE EDUCATIONAL INFORMATION CENTER SEMINAR

Seminar Topics

The following descriptions and questions provide a framework for the basic topics to be discussed during the Seminars. Additional questions and areas of concern are expected to be brought into the forum by the Seminar participants--attendees, resource people, and guest speakers.

The Educator as a User of Information

An understanding of the educator in his various professional capacities and of the educational environment in which he works can be translated into an assessment of the educator as a user of a specific commodity--information. Studies have been made of the information user in other fields (e.g., the physicist, chemist, engineer); through the collective experiences of the Seminar participants, we can begin to create an indirectly derived composite of the educator-user.

Several related questions may be raised with regard to such a task:

- How are the user's needs affected by his age, educational level, and position?
- Is there a priority in the educator's need for information relative to various aspects of his professional responsibilities?
- How does the educator keep abreast of his subject field(s)? educational methodology and technology? curriculum aids? innovations, in general?
- Are educators trained as resource/information users? What types of programs need to be instituted to increase their usage of information?
- Have the educator's habits and needs evolved as information services have become available? How might they continue to evolve?

The Educational Information Center and Other Resources in Educational Information

There are, in fact, many types of Educational Information Centers. A principal objective of the Seminar will be to arrive at definitions and distinctions that can be applied to the Centers represented by the Seminar attendees. In addition, attendees will become familiar with the increasing number of resources

Figure 12. Seminar Topics (Sheet 1).

that are available throughout the country, and thereby, participate in the creation of a picture of the evolving educational information network and its many components. This discussion may prompt several types of questions, such as the following:

- What types of user questions are going unanswered for lack of information? Do these gaps represent a lack of experiences or lack of documentation?
- Are there sufficient sources for educational information, and are the existing resources well enough understood and used?
- How much is known among Educational Information Centers about the resources represented by other Centers? How can or should they be linked?
- How much can the "educational information network" expect to grow and in what direction?

Center Internal Operations

The internal processes of acquisitions, organization, storage, and retrieval are the baseline of an effective ongoing operation. The range of concerns here are numerous:

- Who should be responsible for the selection of materials?
- Is sufficient information available? Is it in a suitable format or style for a particular audience?
- Are there areas in the internal operations that lend themselves to cooperative efforts among Centers? How might these be developed?
- How often is abstracting, summarizing, reviewing, and extracting done for users on demand or for general dissemination? How are materials selected? Who reviews or abstracts? In what format or style are they presented?
- What are the primary methods being used in classifying and indexing materials? What are the major features or limitations of these methods?

Center's Dissemination Services

An Educational Information Center is user-oriented, and therefore service-oriented. The range of programs is broad: some represent those of traditional libraries; others are close to the functions ascribed to the special library;

Figure 12. Seminar Topics (Sheet 2).

and others are unique programs for the educational community. Seminar participants will be sharing the successes and failures of their particular programs; in addition, the following are illustrative of underlying questions to be addressed:

- What are the relative merits of the different types of services with regard to the users, their needs, training, habits, environmental pressures?
- In what situations are the various services (e.g., circulation, browsing, reference/referral, consulting, and dissemination) most effective?
- What is "physically" being provided in response to requests?
- What are the techniques and costs involved in maintaining and updating large mailing lists?
- What means of contact (feedback) do Centers have with large user populations?

Summary and A Look Toward the Future

There are numerous questions of a general nature that will inevitably become focuses of attention in each of our discussions. We hope to conclude our Seminar by drawing together the opinions and experiences of the attendees with respect to the following types of concerns:

- What relationship is being assumed between the provision of educational information services and the improvement of educational practice?
- What is the relative importance of information dissemination through printed matter as compared to direct information transfer between educators at meetings, seminars, special conventions, or in-service training programs?
- What are realistic objectives for an information service program, against which effectiveness can be measured? Are criteria for evaluation necessarily limited to the product output and user satisfaction of each center, or are there means for following through on the utilization of information?

Figure 13. Seminar Topics (Sheet 3).

THE EDUCATIONAL INFORMATION CENTER SEMINAR

Suggested Readings

The following bibliography contains selected pre-Seminar readings. In our general discussions we hope to draw from many viewpoints and contexts; the suggested materials reflect this anticipated broad coverage. The readings on the educators and the educational environment can perhaps provoke discussion on their implications for the role, objectives, and functions of the Educational Information Center. The material from the early 60's provides a view for contrast with the present and as a base for projection into the 70's. The items representing the field of library and information science as a whole can be helpful in comparing the activities of the attendees' centers with those in other disciplines and mission-oriented organizations.

Attendees are encouraged to read these items--or review those with which they are already familiar--and formulate their opinions and questions for the group's consideration.

1. Campbell, Roald F. "Teaching and Teachers--Today and Tomorrow." In The Schools and the Challenge of Innovation. New York: Committee for Economic Development, 1969, 341 pp.

   This description of teachers and teaching--of the influences that appear to impinge upon teachers and teaching--can contribute directly to our development of views with respect to the educator as a user of information and the roles of the Educational Information Center.

2. Clemens, Thomas D. "Dissemination of Research Results." In The Role of Educational Research in Educational Change, The United States. Egon G. Guba, et al. Bloomington, Indiana: The National Institute for the Study of Educational Change, 1967, 104 pp. [available from ERIC Document Reproduction Service, ED 012 505]

   This overview of resources in a variety of organizational settings that disseminate research results provides an excellent basis for further identifying the components within the developing informal information network, of which the attendees' centers are a part.

Figure 13. Suggested Readings (Sheet 1).

3. Cuadra, Carlos A. (Ed.) Annual Review of Information Science and Technology. American Society for Information Science Annual Review Series. New York: Wiley, Vol. 1, 1966, 389 pp.; Vol. 2, 1967, 484 pp. Chicago: Encyclopedia Britannica, Vol. 3, 1968, 457 pp. (Vol. 4 will be available October, 1969).

   Many chapters in this series will be of interest to the attendees. The following are particularly recommended: the "Information Needs and Uses" chapters by Herbert Menzel, Saul and Mary Herner, William J. Paisley, and Thomas J. Allen in volumes 1-4, respectively; and, "Information Centers and Services," by G. S. Simpson, Jr. and Carolyn Flanigan in volume 1.

4. Goldhammer, Keith and Stanley Elam (Eds.) Dissemination and Implementation. Bloomington, Indiana: Phi Delta Kappa, 1962, 200 pp.

   Each of the symposium papers and discussions in this report presents points of departure for the dissemination services sessions. Sections of Roald Campbell's "The Role of School Study Councils and Local School Districts in the Dissemination and Implementation of Educational Reseach" lend themselves particularly well to comparisons of today with pre-ESEA activities at the local level. Andrew W. Halpin's provocative "Problems in the Use of Communication Media in the Dissemination and Implementation of Educational Research" is a view that can stimulate lively debate. (A precis of this entire work appeared in the School Research Information Service's SRIS Quarterly, Winter 1967.)

5. Goulet, Richard R. (Ed.) Educational Change: The Reality and the Promise. (A Report on the National Seminars on Innovation, Honolulu, July 2-23, 1967) New York: Citation Press, 1968, 286 pp.

   Among the several contributions of interest in this report are two: "The Process of Educational Innovation" by Egon G. Guba and "Installing an Innovation" by Louis J. Rubin. Their discussions on dissemination are particularly pertinent to our Seminar topics.

Figure 13. Suggested Readings (Sheet 2).

6. Gulick, Melba C. "Nonconventional Data Sources and Reference Tools for Social Science and Humanities." College and Research Libraries. 29 (May 1968): 224-234.

   As a brief introduction to the information activities in these education-related disciplines, this article provides a basis for discussions on the organizational resources and reference tools that are available to the Educational Information Center.

7. Marron, Harvey. "ERIC...A National Network to Disseminate Educational Information." Special Libraries. 59 (Dec. 1968): 775-782.

   The Educational Resources Information Center (ERIC) of the U.S. Office of Education is described by its chief, Harvey Marron. As a centrally involved resource in educational information, ERIC will be the subject of, or reference point in several sessions.

8. Sherman, C. Neil, E. Raymond Lewis, and Judith Wanger. The Educational Information Center: An Introduction. Los Angeles: Tinnon-Brown, Inc., 1969, 137 pp.

   The SDC authors present a general guide to the development of an Educational Information Center. Problems and procedures in the information field that are described can serve as background for discussions concerning the broad operational aspects of a center.

Figure 13. Suggested Readings (Sheet 3).

Using Research in Education (RIE)

RIE is the monthly abstract journal of ERIC. In answering the following few questions, several aspects of its use will be illustrated, including the various points of entry (e.g., subject, author, institution indexes and accession numbers). Use of the Thesaurus of ERIC Descriptors will be illustrated in answering questions 3 and 7.

1. Assuming you were an avid follower of ______________________________, would you be pleased to find any entries this month? If so, cite the ED or EP numbers.

2. If you were interested in browsing this issue for documents relevant to the disadvantaged, how might you easily identify them?

3. Are there any studies reported on the usage of "pot" or "speed" in the schools. Identify, if any, by ED or EP number.

4. With only a Clearinghouse accession number of ________, how would you find the document resume? What is its corresponding ED number?

5. How many ongoing research projects are being conducted in the geographical area represented at this Seminar?

Figure 14. Worksheet for ERIC Workshop (Sheet 1).

2

6. Are there any works of ______________________ in this issue?

7. If you were to browse the RIE each month for documents and projects pertinent to your particular interests, which descriptors (or subject terms) would you use?

   Using these terms, follow through with the following exercise:

   a. Select 3-5 articles from the RIE index sections (document and project) that appear to meet your needs. Based on these titles only, place the items in a priority of interest and relevance to your search.

   b. Find the document resumes for each of these selected items and read through the descriptors and identifiers. Reassess your priority rating based on this additional information--prior to reading the full abstract.

   c. Read the entire abstract, note whether it is indicative or informative, and determine your interest in the documents at this point.*

   d. Would you then request the full documents on any of the selected items?

---

* indicative abstract is about the article; describes the contents. An informative abstract is an abbreviated form of the author's views; a con-densation.

Figure 14. Worksheet for ERIC Workshop (Sheet 2).

THE EDUCATIONAL INFORMATION CENTER SEMINAR

Daily Schedule

TUESDAY

Registration Welcome and Introductions Coffee Break	9:00 - 10:00 a.m.
Introduction to the Educational Information Center Seminar Neil Sherman	10:00 - 11:00 a.m.
Identification of Center Problems Attendees	11:00 - 11:45 a.m.

GROUP LUNCHEON

Noon - 1:30 p.m.

Introduction to the Operational Educational Information Center Judy Wanger	1:30 - 2:00 p.m.
Identification of the Educational Information Center Objectives Small Groups Neil Sherman and Judy Wanger (Coffee-Coke Break 3:00 p.m.)	2:00 - 3:30 p.m.
Summary Group Recorders	3:00 - 4:00 p.m.
Centers in Operation Selected Attendees	4:00 - 5:00 p.m.

Figure 15. Sample Schedule--San Francisco (Sheet 1).

2

WEDNESDAY

Presentation of ERIC Training Films	9:00 - 9:30 a.m.
Coffee Break	9:30 - 9:50 a.m.
ERIC Workshop (Rotating Groups) On-line Computer Demonstration The Use of ERIC Browsing of Attendee Materials	10:00 - 11:00 a.m.
ERIC Clearinghouses in Operation Selected Attendees	11:00 - 11:45 a.m.

GROUP LUNCHEON
Noon - 1:30 p.m.

Topic: "The Impact of the *Annual Review of Information Science and Technology*"

Speaker: Dr. Carlos A. Cuadra, Manager
Library and Documentation Systems Department
System Development Corporation

Discussion of Group-Identified Problems Small Groups Selected Attendees, Group Leaders (Coffee-Coke Break 3:00 p.m.)	2:00 - 4:00 p.m.
Summary Group Recorders	4:00 - 4:30 p.m.
Centers in Operation Selected Attendees	4:30 - 5:00 p.m.

Figure 15. Sample Schedule--San Francisco (Sheet 2).

3

THURSDAY

Centers in Operation Selected Attendees	9:00 - 9:30 a.m.
Coffee Break	9:30 - 9:45 a.m.
Prospects for the Future Neil Sherman	9:45 - 11:00 a.m.
Evaluation and Closing	11:00 - Noon

Figure 15. Sample Schedule--San Francisco (Sheet 3).

APPENDIX B

The following is an alphabetical listing, by Seminar, of the attendees.

I. Minneapolis
II. New York
III. Washington, D.C.
IV. Chicago
V. Atlanta
VI. San Francisco
VII. Denver
VIII. Boston

EDUCATIONAL INFORMATION CENTER SEMINAR
MINNEAPOLIS, MINNESOTA

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Consultant
Learning Resources Unit
Minnesota Department of Education
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Joint County School System
4001 6th Street S.W.
Cedar Rapids, Iowa 52401

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Library Coordinator
Central Library, Independent School District 281
4148 Winnetka Avenue North
Minneapolis, Minnesota 55427

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Associate Director
Upper Red River Valley Educational Service Center
208 South Third Street
Grand Forks, North Dakota 58201

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ERIC Clearinghouse for Counseling and
Personnel Services (ERIC/CAPS)
611 Church Street
University of Michigan
Ann Arbor, Michigan 48104

DALE K. CARRISON
Executive Director of Libraries;
Chairman, Department of Library Science
Mankato State College Library System
Mankato, Minnesota 56001

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Research Fellow
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Instructional Materials Center
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Grand Rapids, Michigan 49506

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Reference Librarian
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Minomonie, Wisconsin 54751

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Centennial Office Building
St. Paul, Minnesota 55101

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Associate Professor of Education and
Director of North Dakota State Title III
Evaluation and Dissemination Contracts
North Dakota PACE Dissemination Center
Upper Red River Valley Educational Service Center
Grand Forks, North Dakota 58201

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Sibley, Iowa 51249

NADEEN B. MULHERN
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Educational Resource Center
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Minneapolis, Minnesota 55413

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EDUCATIONAL INFORMATION CENTER SEMINAR
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Coordinator, Instructional Materials Center Network
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Council for Exceptional Children
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Instructional Materials Center
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Washington, D.C. 20006

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Educational Media Selection Centers Project
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Supervisor of Elementary Education
Board of Education, Prince George's County
Upper Marlboro, Maryland 20870

HELEN E. HOWE
Assistant Librarian, Pedagogical Library
Board of Education
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Philadelphia, Pennsylvania 19103

ANNIE JENKINS
Assistant Recruitment Coordinator
D.C. Public Schools
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MILBREY L. JONES
Education Specialist
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Department of Health, Education, and Welfare
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Boston, Massachusetts 02111

VICTOR J. TERRANOVA
Public Information Specialist
National Center for Educational Research and Development
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

APPENDIX C

The following is an alphabetical listing of Centers whose materials have been cited in Chapter I. Their full addresses and Seminar representatives are given.

ADAPT SUPPLEMENTARY EDUCATIONAL CENTER
1500 South Mooney Boulevard
Suite 13
Visalia, California 93277

Harry I. Wigderson,
Director of Research and Evaluation

AREA I MEDIA CENTER
326 Washington Street
Decorah, Iowa 52101

Eileen C. Devine,
Director, Area I Media Center

ARKANSAS RESEARCH COORDINATING UNIT
Graduate Education Building
Room 109
University of Arkansas
Fayetteville, Arkansas 72701

Harold W. Moore,
Director, Research Coordinating Unit

ASSIST CENTER
33030 Van Born Road
Wayne, Michigan 48184

Sanford Glovinsky,
Assistant Director, Information Service

CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION
721 Capitol Mall
Sacramento, California 95814

Florence King,
Intermediate Stenographer

CALIFORNIA STATE DEPARTMENT, BUREAU OF REFERENCE SERVICES
721 Capitol Mall
Sacramento, California 95814

John Church,
Chief

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York, New York 10016

Dorothy E. Christiansen,
Assistant Librarian

CENTRAL EDUCATIONAL PLANNING CENTER
P.O. Box 99
116 North Euclid
Pierre, South Dakota 57501

Larry K. Tennyson,
Dissemination Consultant

CENTRAL MINNESOTA COUNCIL, CURRICULUM MEDIA CENTER
Central Minnesota Educational Research and Development Council
531 Lincoln Avenue, S.E.
St. Cloud, Minnesota 56301

Ronald D. Solberg,
Director of Publications

D. C. PUBLIC SCHOOLS
Research Library
Division of Planning, Innovations, and Research
415 12th Street, N.W.
Suite 1013
Washington, D.C. 20004

Roger J. Fish,
Research and Planning Associate

EDICT CENTER
Fresno County Regional Planning and Evaluation Center
2314 Mariposa Street
Fresno, California 93721

Robert M. Richman,
Research Specialist

EDUCATIONAL IMPROVEMENT CENTER
Main Street and Normal Boulevard
Glassboro, New Jersey 08028

Emil W. Praksta
Coordinator, Dissemination of Information

*EDUCATIONAL RESOURCES CENTER
1750 30th Street
Suite 48
Boulder, Colorado 80302

William H. McCleary,
Director

GENESEE VALLEY REGIONAL EDUCATIONAL CENTER
100 Allens Creek Road
Rochester, New York 14619

High W. Fraser,
Coordinator of Task Forces

INSTRUCTIONAL MATERIALS CENTER
Joint County School System
4001 6th Street, S.W.
Cedar Rapids, Iowa 52401

Verlyn I. Arney,
Instructional Materials Director

IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
East 14th and Grand
Des Moines, Iowa 50319

Shirley S. Watkins,
ESEA TITLE II Consultant

KENT INTERMEDIATE SCHOOL DISTRICT
Instructional Materials Center
2650 East Beltline
Grand Rapids, Michigan 49506

Edward W. Howard,
Librarian and Media Consultant

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* Now known as the Information Retrieval Center.

MADISON PUBLIC SCHOOLS
545 West Dayton Street
Madison, Wisconsin 53703

Harold G. Gall,
Director of Federal Projects

MASSACHUSETTS STATE DEPARTMENT
Bureau of Curriculum Innovation
182 Tremont Street
Boston, Massachusetts 02111

Patricia R. Allen,
Supervisor

MISSOURI RESEARCH COORDINATING UNIT
State Department of Education
P.O. Box 480
Jefferson City, Missouri 65101

Tom J. Krebs,
Research and Dissemination Supervisor

NEBRASKA STATE DEPARTMENT OF EDUCATION
State Capitol Building
Lincoln, Nebraska 68509

Judy A. Kettle,
Dissemination Consultant

NEW YORK RESEARCH COORDINATING UNIT
State Education Department
Washington Avenue
Room 468 EBA
Albany, New York 12224

Barbara G. Dunsker,
Research Consultant

NEW YORK SEIMC
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Elizabeth L. Ayre,
Director

OE REGIONAL OFFICE IX
760 Market Street
San Francisco, California 94133

Katherine Alderfer,
Report, Information, and Program Officer

OKLAHOMA RESEARCH COORDINATING UNIT
Oklahoma State University
402 Classroom Building
Stillwater, Oklahoma 74074

Bill Stevenson,
Director

OPERATION PRIME
858 Brighton Avenue
Portland, Maine 04102

Keith E. Leavitt,
Director

PROFESSIONAL INFORMATION CENTER (PIC)
Southeast Metropolitan Board of Cooperative Services
2450 South Wabash
Denver, Colorado 80231

Lola Quinlan,
Librarian

PROJECT COD
Information Center
52 Ash Street
New Bedford, Massachusetts 02740

Gerald Johnson,
Director

R.I.S.E. CENTER
443 S. Gulph Road
King of Prussia, Pennsylvania 19406

Charles F. Haughey,
Director of Research Services

SAN DIEGO COUNTY PACE CENTER
6401 Linda Vista Road
San Diego, California 92111

Xavier Mena,
Research and Evaluation Specialist

SAN MATEO COUNTY INFORMATION AND DISSEMINATION CENTER
590 Hamilton
Redwood City, California 94063

Frank W. Mattas,
Director

UNIVERSITY OF KENTUCKY SEIMC
641 South Limestone
Lexington, Kentucky 40506

Edward A. Blackhurst,
Director

WESTCHESTER REGIONAL EDUCATION CENTER
35 Orchard Street
White Plains, New York 10603

Carol J. Schnebel
Associate Director, Program

APPENDIX D

The questionnaire used in the survey of resources in educational information is presented (in reduced form) on the following pages.

SURVEY OF ORGANIZATIONAL RESOURCES
IN
EDUCATIONAL INFORMATION

DIRECTORY QUESTIONNAIRE

The purpose of this survey is to compile data for an updated and expanded Directory of Educational Information Centers. A Center, for the purpose of this survey, is defined as an organization or part of a parent institution which is actively and operationally engaged in the collection or creation, organization, processing, and dissemination of research findings, program descriptions, curriculum resource materials, and related information of primary interest to educators. One of the Center's important missions is to provide access to the expanding literature of education reported in journals, made available in reports, or through systems such as ERIC (Educational Resources Information Center) of the U. S. Office of Education. A center may be supported by Federal, State, local, or private funds, and may or may not be associated with an allied institution or organization.

Please read the following two statements, select the one that is most appropriate for your program in relation to the definition provided for an Educational Information Center, and complete the appropriate sections of the questionnaire.

Thank you for your cooperation.

System Development Corporation
5720 Columbia Pike
Falls Church, Virginia 22041

___ *We would like to be considered for inclusion in the Directory. (Please complete entire questionnaire and return.)*

___ *We are not engaged in the activities described above. (Please complete parts A, B, and C, of Section I and return.)*

I. GENERAL INFORMATION

A. Name of Center ______________________________

B. Address ______________________________
(Street)

____
(City) (State) (Zip Code)

C. Telephone ______________________________
(Area Code) (Number) (Extension)

D. Name and title of director or operating head of your Center.

1. Name ______________________________
2. Title ______________________________

E. Year Center was founded ______________________________

F. Does your Center operate as part of a parent organization (e.g., school district; Regional Educational Laboratory; State department of education; education association)?

___ Yes ___ No

If Yes, please provide the name and address of the parent organization.

1. Name ______________________________
2. Address ______________________________
(City) (State) (Zip Code)

G. Which one of the following best describes the organizational setting of your Center (or larger organization within which your Center Functions)?

___ Local Education Agency.
___ Intermediate or Regional (Multi-county) Agency
___ State Education Department
___ Federal Government
___ College or University
___ Special Education Instructional Materials Center Network
___ Research and Development Center
___ Other (please specify) ______________________________

___ State Research Coordinating Unit for Vocational Education
___ Regional Educational Laboratory
___ Foundation
___ Professional society
___ Association
___ Other non-profit organization
___ Commercial

II. EDUCATIONAL AREA OF EMPHASIS

Briefly describe the focus of your information center activities in terms of educational area of emphasis and overall purpose.

____

____

____

____

III. CENTER-PREPARED PRODUCTS

A. Please check below the publications that are created regularly in your Center.

___ Abstracts
___ Abstract journal
___ Indexes
___ Research reviews

___ Newsletters
___ Reports
___ Accession lists
___ Directories

___ Curriculum Guides
___ Periodicals
___ Books
___ Specifications

___ Other (specify) ______________________________

____

B. Please indicate the title, price, and frequency of any major periodicals or newletters created in your Center. ______________________________

____

____

C. Please describe below any non-print materials that are created in your Center.

____

____

____

____

IV. SERVICES

A. Please check below the services available upon request from your Center.

___ Reference
___ Bibliography compilation
___ Preparation of reviews of research and development material
___ Abstract preparation
___ Index preparation
___ Interlibrary loan

___ Advisory or consulting services
___ Literature searching service
___ Referral services
___ Translation services
___ Reproduction services
___ On-site use of collection
___ Circulation

___ Other (specify) ______________________________

____

____

V. USERS

A. *What geographical area does your Center serve? (Complete any of the following that describe your service area)*

1. One or more specific school districts? (Please list) ______

2. One or more counties? (Please list) ______

3. A state? (Identify) ______

4. Region of the country? (Identify). ______

5. The nation? (Check) ______

6. Other (Specify) ______

B. *Please describe who may use your services within this geographical area.* ______

C. *Fees: Does your Center charge for any of its services?* ___ ***Yes*** ___ ***No***

If Yes, please explain ______

VI. STAFF

Please indicate the number of Center professionals working in information activities.

______ ***Full-time*** ______ ***Part-time***

VII. HOLDINGS

A. *Printed Materials*

Please check the types and numbers of published materials held in your Center.

Books	***Periodical Titles***	***Reports (other than ERIC)***
___ ***None***	___ ***None***	___ ***None***
___ ***1-100***	___ ***1-10***	___ ***1-100***
___ ***101-500***	___ ***11-25***	___ ***101-500***
___ ***501-1,000***	___ ***26-50***	___ ***501-1,000***
___ ***1,001-5,000***	___ ***51-100***	___ ***1.001-5,000***
___ ***5,001-10,000***	___ ***101-500***	___ ***5,001-10,000***
___ ***Over 10,000***	___ ***Over 500***	___ ***Over 10,000***

___ ***Reference volumes (encyclopedias, indexes, annuals, etc.)***

___ ***Unpublished materials***

___ ***Other (please specify)*** ______

B. Audio-Visual Materials

Please identify the types and approximate number of media materials in your Center.

8mm films ____________ 16mm films ____________

Transparencies ____________ Filmstrips ____________

Records ____________ Media kits ____________

Other (please specify type and number) ____________

____

____

C. Check the following materials available through the ERIC (Educational Resources Information Center) system of the U. S. Office of Education included in your holdings.

1. ERIC Reference Tools

___ Research in Education (monthly)
___ Research in Education Annual Index Reports, 1968
___ Research in Education Annual Index Report, 1969
___ Office of Education Research Report, 1956–65. Resume Volume.
___ Office of Education Research Reports, 1956–65. Index Volume
___ Pacesetters in Innovation. 1968
___ Pacesetters in Innovation. 1969
___ ERIC Catalog of Selected Documents on the Disadvantaged. Number and Author Index
___ ERIC Catalog of Selected Documents on the Disadvantaged. Subject Index
___ Manpower Research: Inventory for Fiscal Years 1966 and 1967
___ Manpower Research: Inventory for Fiscal Year 1968
___ Thesaurus of ERIC Descriptors. 1967
___ Thesaurus of ERIC Descriptors, 1968

2. Have you ordered any reports from the ERIC Document Reproduction Service?

___ Yes ___ No

If Yes, what documents have you ordered?

___ Individual reports purchased from time to time. Total No. ___

___ Standing order for all reports available each month through Research in Education.

___ Entire collection of U. S. Office of Education Reports, 1956–65.

___ Entire 1968 Collection of Pacesetters in Innovation.

___ Entire 1969 Collection of Pacesetters in Innovation.

D. Please specify three subject headings or descriptors that reflect the subject strengths of your collection. (Please use the Theasaurus of ERIC Descriptors, if possible.)

____

____

____

Any Additional Comments?

____

____

____

Name and title of person who completed this questionnaire.

A. Name ______________________________

B. Title ______________________________